

A STUDY OF THE CRITICAL EFFECTS OF THE ACHIEVEMENT  
MOTIVE ON A SELECT GROUP OF AFRICAN AMERICAN  
DOCTORAL RECIPIENTS EMPLOYED AT  
CLARK ATLANTA UNIVERSITY

A DISSERTATION

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## **ABSTRACT**

### **COUNSELING AND HUMAN DEVELOPMENT**

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#### ***A STUDY OF THE CRITICAL EFFECTS OF THE ACHIEVEMENT MOTIVE ON A SELECT GROUP OF AFRICAN AMERICAN DOCTORAL RECIPIENTS EMPLOYED AT CLARK ATLANTA UNIVERSITY***

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DISSERTATION DATED MARCH, 1995

The annual number of African American doctoral recipients has decreased since 1975 and show no sign of significant recovery. The need to increase the number of African American doctorate degree holders is the purpose of this study.

The objective of the study was to design a profile of African American doctoral recipients. The researcher investigated the characteristics of African Americans who have attained doctorates and offer general knowledge of their skills, survival techniques, preparation, and expertise in overcoming certain presently existing soci-economic conditions while seeking the doctorate.

The researcher describes this population through the methods of descriptive research, survey research techniques, and quantitative statistics. The methods of data collection were: observation, questionnaire, and interview techniques.

The results show that there are several defining and critical characteristics that are common among African American doctoral recipients. One strong trait that appeared in 83% of the survey respondents was intrinsic motivation. Financial assistance was ranked first in factors that are important to students, and the need to have family support, mentors, and a strong spiritual faith were all crucial factors that contributed to the attainment of the doctorate degree for African Americans.

The researcher hopes the findings will assist the educational system in improving their recruitment strategies, retention rates, and commitment to increase African American doctoral recipients.

## **ACKNOWLEDGEMENTS**

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## **CHAPTER ONE**

### **INTRODUCTION**

This study investigated African Americans who have obtained the doctorate degree to explore whether there was a common achievement profile that defined critical attributes in the process of their academic attainment. Most African American students have often used creative strategies to successfully matriculate through college. Their struggle to further their education is not a new phenomenon. Historically, African Americans have been banded from mainstream western institutions of higher education. Today, aspiring young students continue to be confronted with micro or subtle issues of racism, discrimination, and feelings of inadequacies in the educational environment.

#### **Background**

The first Doctor of Philosophy (Ph.D.) degree earned by an African American was conferred by Yale University in 1876--just fifteen years

after the same institution granted the first earned Ph.D. degree in the United States. It was conferred on Edward Bouchet in physics, and his dissertation was entitled "Measuring Refractive Indices." Also, Dr. Bouchet was the first African American to be elected to membership in Phi Beta Kappa.<sup>1</sup>

In 1921, Sadie Taner Mossell Alexander was the first African American woman to earn a Ph.D. Her degree was conferred by the University of Pennsylvania in the area of economics, and her dissertation was entitled "Standards of Living Among One Hundred Negro Migrant Families in Philadelphia."<sup>2</sup>

Between 1876 and 1943, 381 African Americans (of whom 48 were women) earned research doctorates of various types. More than nine-tenths (342.9) of these were Doctorate of Philosophy degrees.<sup>3</sup>

In the late 1960s and 1970s, during the Civil Rights Movement, the concern over the low participation of African American faculty in higher education was in the forefront of the African American

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<sup>1</sup>Water Eells, Degrees in Higher Education (New York: The Center for Applied Research in Education, 1963), 43.

<sup>2</sup>Ibid.,43.

<sup>3</sup>Ibid., 44.



community's agenda. It was a belief then, as it is now, that the lack of African American faculty in numbers results in a lack of role models which was, and continues to be, cited by African American students as one of the major reasons colleges and universities have difficulty recruiting and retaining African American students.<sup>4</sup>

According to a research report of the Minority Graduate Education (MGE) project by Shirley Vining Brown, the number of African American Ph.D.'s has declined both in absolute numbers and in proportion and shows no signs of recovery. Since 1975, there has been a slight increase in the number of minority Ph.D.'s, but the increase is due entirely to increases in the number of Asian American and Hispanic Ph.D. holders. Although the numbers of Hispanic and Asian American Ph.D.s are nearly equal, relative to their representation in the general population, Asian Americans are overrepresented and Hispanics are underrepresented in the pool.<sup>5</sup>

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<sup>4</sup>Black Issues in Higher Education, Miami of Ohio Success in Faculty Recruiting ( Fairfax: Cox, Matthews & Associates, Inc., 1987), 12.

<sup>5</sup>Shirley Brown, Increasing Minority Faculty: An Elusive Goal (Princeton: Educational Testing Service, 1988), 8.

Characteristics of minority Ph.D.'s differ among individuals as well as from the general population of degree holders. One characteristic, for example, is that African American and Hispanic Ph.D. holders are more likely to earn degrees in education and the social sciences, while Asian American Ph.D.'s primarily earn their degrees in engineering and the physical and life sciences.<sup>6</sup>

The substantial decline in the African American doctorate pool continued during the 1980s. Among the reasons was the decline in the interest in the education field and academic careers. Other reasons for the decline of African American doctoral recipients include the availability of federally funded money (financial aid), racism as practiced by the dominant society, recruitment practices, admissions policies, motivation and job opportunities. The focus of interest began to increase in other fields, such as business, which did not require doctoral training.<sup>7</sup>

While more African Americans are graduating from high school than ever before, a discouragingly low percentage completes the bachelor's degree after they enter college. Naturally, this first stage is a prerequisite

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<sup>6</sup>Ibid., 8.

<sup>7</sup>Ibid., 1.

to an advanced degree. Also, there is a great need for African Americans to seek non-traditional fields such as science. African Americans earn fewer than one percent of the doctoral degrees conferred in natural science, engineering, mathematics and computer science.<sup>8</sup>

Most recent data on the subject show that, in 1992, there were 961 African American doctoral recipients. (Gathered data have not yet been compiled for 1993). This is a substantial decline from prior years since research indicates that there were more African Americans receiving doctorate degrees in the 1970s than there are today.<sup>9</sup>

According to the "Summary Report of Doctorate Recipients in the United States Universities," slightly more than 10 percent of all Ph.D.'s awarded to US. citizens were earned by non-whites. Of the minority groups, only the African American population earned a smaller share of Ph.D.'s in 1992 than did their predecessors 15 years before.<sup>10</sup>

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<sup>8</sup>Clark Atlanta University, "Founders' Day Celebration Convocation" Speech delivered by President Cole (Atlanta: 1994).

<sup>9</sup>National Research Council, Summary Report 1992: Doctorate Recipients from United States Universities (Washington: National Academy Press, 1993), 5.

<sup>10</sup> Ibid., 5.

Since 1977, United States Asians have more than doubled their numbers of Ph.D.'s; hispanics have nearly doubled their representation among doctorate recipients.<sup>11</sup> African Americans are decreasing drastically in representation of Ph.D. recipients for reasons previously stated.

The declining number of African American doctoral recipients cannot continue to be overlooked. There is a strong need for the younger generation to have mentors that are recipients of the doctorate degree. The inability to be exposed to these mentors will continue to stifle the growth of students desiring to seek the doctorate. While the number of African Americans attaining the Ph.D. degree is on the decline, factors that may be causing the decrease are listed by many researchers. To date, however, no absolute reasons for the decline have been discovered.

### **Statement of the Problem**

The need for more African American professionals is crucial. The underrepresentation of degreed African Americans may stifle the growth of younger generations by not exposing them to mentors that can assist

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<sup>11</sup>Shirley Brown, Increasing Minority Faculty: An Elusive Goal (Princeton: Educational Testing Service, 1988), 8.

them with information, knowledge, guidance, wisdom, and experience.

Studies have shown that most undergraduate students choose their specialization in graduate school because of their exposure to professionals and information about the profession in that particular field. A study of African American graduate students in Alabama showed that 88 percent of the African American graduate students knew African American professionals in their area of specialization.<sup>12</sup>

The motivation to attain the doctoral degree may be different today than it was for African Americans twenty years ago. Many studies support the belief that African Americans attained their doctorates because of their familiarity with and admiration of people in that profession.<sup>13</sup> Today, many students choose certain fields of specialization for the financial opportunities, interests, and potential to become employed in that field.<sup>14</sup>

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<sup>12</sup>Otis Owens, A Study of African American Graduate Students in Alabama (University: The Institution of Higher Education Research and Services, 1976), 67.

<sup>13</sup>Ibid., 68.

<sup>14</sup>Ibid., 69.

A study on "The Adaptation of African American Graduate Students" by Darlene Consuelo De Four, examined how social integration (i.e., African American students exposed to African American professors) was related to academic performance and psychological well-being among African American graduate and professional students. The results suggested that those students who were more socially integrated into their academic departments were less likely to have considered dropping out of graduate school.<sup>15</sup>

It is the researcher's assumption that, because there are few African Americans with doctoral degrees matriculating, fewer undergraduates will have mentors and fewer African Americans will seek terminal degrees. The need to increase the number of African American doctoral recipients while exposing the need for African American mentors gives justification for this study.

Although there seems to be a scarcity of literature that depicts a profile of the African American doctoral recipient, there are writings that support specific forms of social integration for African Americans that are

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<sup>15</sup>Darlene De Four, The Adaptation of African American Graduate Students: A Social Network Approach (Illinois: University of Illinois, 1987), 115.

essential for their successful adjustment to graduate school. Institutions of higher education are asked to assume the responsibility of educating, attracting, attaining, and encouraging more African American doctoral candidates to graduate.

### **Purpose of the Study**

The objective of this study was to design a profile of African American doctoral recipients. The researcher will investigate the characteristics of African Americans who have attained doctorates and offer general knowledge of their skills, survival techniques, preparations, and expertise in overcoming certain presently existing socio-economic conditions.

By disseminating this acquired information, the researcher hopes to: raise the consciousness of our society; offer a general profile of the African American doctoral graduate; increase the interest of students, specifically African American students, to seek doctorate degrees; offer strategies to assist recruitment offices, counseling departments, career planning centers, and student support services by increasing the number of African American students that enter graduate and professional school;

and encourage the adoption of these strategies by these four groups to retain these students so that they can attain the doctoral degree.

More specifically, to achieve the purpose(s) of this study, the writer will seek essential information to answer the following questions:

### **Questions to be Answered**

Efforts were made to seek appropriated information to answer the following questions:

1. What are and have been some defining and critical characteristics that are common among African American doctoral recipients?
2. What is the relationship between lower-class and middle-class African American doctoral recipients as it relates to achievement?
3. What are and have been common obstacles that the African American doctoral recipients faced? What were the survival techniques used to successfully matriculate?



4. What is the general profile of the African American doctoral recipient?

### **Assumptions**

The writer made the following assumptions in carrying out this study:

1. That the participants would provide valid information.
2. That the participants would willingly provide information.
3. That the participants could and would accurately recall details of their past experiences.

### **Limitations**

The writer recognizes the following limitations were encountered in conducting this study:

1. The information gathered would be limited to that which participants willingly provided.
2. The validity of the information may be difficult to evaluate.
3. The accuracy of the information, provided by participants, depended on their accuracy in retrieving their past experiences and their willingness to share such information.

### **Statement of the Hypothesis**

This study was descriptive in nature which means there was no hypothesis to study and that the results from the survey were described and interfaced with frequency analysis and percentages.

### **Definition of Terms**

The significant terms, used in this study, had the meanings listed below:

**African Americans:** Persons born in America of African descent. In this study, the researcher consistently used the term "African Americans" to describe Afrikan Americans, African Americans, Afro-Americans, Black Americans, Coloreds, and Negroes.

**College Degree:** A certificate of academic achievement that a university or college awards to a person who has completed a required course of study.

**Doctoral Recipient:** The scholar who received the doctoral degree. Also, this term refers to a research scholar in education as well as the doctor of philosophy.

**Extrinsic Motivation:** When one is motivated by external forces. Stimuli, in the external environment; that are perceived to be responsible for clearly defined responses and efforts to achieve specific goals.

**Intrinsic Motivation:** When one's motivation is innately driven. Stimuli, within the internal environment, perceived to be responsible for clearly defined responses and efforts to achieve specific goals.

**Lower Class Status:** First generation college students whose family may receive public assistance.

**Middle Class Status:** Refers to students who have been reared by caretakers who may not be on public assistance (welfare) and who are not first generation college students.

**New Doctoral Recipients:** Persons who have received their doctoral degrees between 1984 and 1994.

**Older Doctoral Recipients:** Persons who have received their doctoral degrees prior to 1984.

**Profile:** A concise graphical and verbal description of a person's abilities, personality, and traits. [The majority of common traits will supersede arbitrary or single traits in order to comprise the profile.]

**Social Integration:** African American students who have access and exposure to African American professors on their campuses.

**Survival Techniques:** Mechanisms used to matriculate through school regardless of obstacles, i.e., racism, discrimination, and hatred.

**Terminal Degree:** The highest academic degree offered by an institution in a particular field of study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of related literature for this study includes the history of education and the significance of African Americans receiving terminal degrees. The researcher examined the literature for possible reasons for the decline of African American degree holders, and the impact of that decline on the African American community. Additional areas of investigation included: those factors that are contributing to the small numbers of African American students who receive doctoral degrees; the education system's current role in improving the retention (and completion) rates of African Americans; and the exploration of relevant research conducted on the topic of African American doctoral recipients.

#### **Historical Background**

Ethnic minorities such as African Americans, Hispanic Americans, Native Americans, Japanese Americans, and Chinese Americans

traditionally have not been afforded equal educational opportunity in America. American society continues to suffer from the effects of educational neglect of its various minority groups. For example, in the 1980s, whereas almost 70 percent of white students completed four or more years of secondary school, only 49 percent of African Americans and 42 percent of Hispanics achieved the same level of education.<sup>1</sup>

Literature, on the history of education for African Americans in America, suggests that there is and always has been an on-going struggle. To understand our present educational system with its successes, failures, and the problems it continues to face, it is wise to look to the past.

During the time of slavery, African Americans were lynched if caught reading or writing. Consequently, it is accurate to report that from an early date African Americans had been conditioned not to pursue education. Today, some believe educating African Americans and other minorities is crucial in order to develop America to its potential. Some theorize it is more economical to educate and equip African Americans with skills than it would be to house African Americans in prison.

It is accurate to assume that the motivation to educate African

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<sup>1</sup> National Center of Education Statistics, The Condition of Education (Washington: National Academy Press, 1981), 32, 124.

Americans was not solely humanistic. As is true of colonial education, generally, the earliest motivation to educate African Americans was for reasons relating to religion, politics, and economics.<sup>2</sup>

According to Earle H. West, author of The Black American and Education, the first attempts to educate African Americans were carried out by clergymen. To dubious slave owners, ministers defended the education of slaves not only as a religious duty to save their "benighted souls", but also because conversion to Christianity, it was believed, would make slaves more docile.<sup>3</sup>

It was not until the Freedmen's Bureau in 1865, when slaves were free and a department for Negro affairs was established into the 1870s, that the federal government attempted to promote black voting registration and schooling. The federal government's role in accelerating access to education for African Americans was made even more explicit. According to Lerone Bennett, author of Before the Mayflower, the establishment of the Freedman's Bureau used its authority to fund Howard University in 1867 as the only federally sponsored college or university

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<sup>2</sup> Ibid., 125.

<sup>3</sup> Earle H. West, The Black American and Education (New York: Free Press, 1972), 125.

for African Americans in the United States. <sup>4</sup>

Federal intervention, in efforts to insure the expansion of educational, economic, social, and political opportunities for the newly emancipated black Americans, was enhanced by the enactment of Civil Rights Bills in 1866 (passed by Congress over President Andrew Johnson's veto), the Civil Rights Bill of 1875, and by the radical reconstruction program in general. As a result, African Americans entered grade school and secondary education programs at a comparatively rapid pace while Howard University became one of an increasingly large number of colleges established for African American students in a continually segregated society <sup>5</sup>

In the period between 1896 and 1954, African American professional schools assumed the responsibility of providing professional education for African Americans. Initially, many African Americans could not receive professional training at most historically white institutions in this country. However, in the North, there were some

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<sup>4</sup> Lerone Bennett, Before the Mayflower: A History of Black America. (Chicago: Johnson Publishing Company, 1969), 400-03.

<sup>5</sup> James E. Blackwell, Mainstreaming Outsiders (New York: General Hall, Inc., 1981), 10.



African American students who received graduate and professional training from institutions such as Harvard University, The University of Wisconsin, Yale University, and others during that period.

Inasmuch as no historically African American college offered a doctoral degree or much of a graduate education program in general, prior to 1954, African Americans who lived in the South were forced to travel North or West for their chosen education.<sup>6</sup> Scholars believe this phenomenon helps to explain the paucity of African Americans who received doctoral degrees and other professional degrees prior to 1970.

The first African American man and African American woman to receive doctoral degrees occurred in 1876 and 1921, respectively. According to John Hope Franklin, author of From Slavery to Freedom, only 57 doctorates were conferred on African American Americans between 1930 and 1939.<sup>7</sup> Thereafter, African American Americans struggled then as they do today to receive a doctoral degree.

The Civil Rights Movement of the 1960s was, undoubtedly, the most significant social protest movement that this country has ever known

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<sup>6</sup> Ibid., 14.

<sup>7</sup> Ibid., 14, 32.

for racial justice; for social, political, and economical equality; and for drastic changes in the patterns of race relations. Consequently, special attention was given to the role of students in stimulating social and educational change, the impact of Federal government policies and Civil Rights legislation, and external factors that influenced the major educational institutions to respond in positive ways to the pressures and demands for change.<sup>8</sup>

There are many social, political, and economic conditions that have exacerbated efforts to stimulate increased enrollment and graduation rates among African American students at the doctoral level. Through sit-ins and other forms of protest, African American students cried out for the educational skills needed to be competitive in the larger society. In addition, many insisted upon a curriculum that would help them be more effective in serving the African American community.

The Civil Rights Act of 1964 contained the legal basis for "affirmative action" in higher education. Other Executive Orders were issued by President Lyndon Johnson, i.e., Title VII, which challenged the constitutionality of many requirements for access to jobs and admissions

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<sup>8</sup> Ibid., 20.

policies in various institutional structures. Title VII provided the statutory prohibition against discrimination in admissions on the basis of race, religion, or creed.<sup>9</sup>

The concept of "Affirmative Action" provided an effective stance against 'gatekeepers' who might not otherwise hire even the best-qualified minority applicants. Also, it was a mechanism used by whites to place unjustified feelings of inferiority on minorities.

Audrey Edwards and Craig Polite, authors of Children of the Dream, explain eloquently this concept:

Policies, for instance, such as affirmative action, created to remedy the past history of race discrimination are now being used to indict a race as inferior, to level charges of "reverse discrimination" and "quotas," as if twenty years of "preferential treatment" could eradicate the effects of 240 years of slavery or a hundred years of race discrimination.<sup>10</sup>

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<sup>9</sup> Ibid., 22.

<sup>10</sup> Audrey Edwards and Craig K. Polite, Children of the Dream: The Psychology of Black Success (New York: Doubleday, 1992), 228.

### **Production of African American Doctoral Recipients**

The proportion of African American students enrolled in graduate schools increased steadily throughout the decade of the 1970s.<sup>11</sup>

According to the Racial and Ethnic Enrollment Data From Institutions of Higher Education ( Fall, 1970), African American graduate students comprised 4.2 per cent of all students enrolled in United States graduate schools.<sup>12</sup> According to the most recent data gathered by the National Research Council, African Americans represent 2 percent of all graduate students in the United States. This is a disappointing two percent decline in a span of twenty years.

Slightly more than ten percent of all Ph.D.'s awarded to U.S. citizens in 1992 were earned by ethnic minorities--Asians, African Americans, Hispanics, and Native Americans. Of the minority groups, only African Americans earned a smaller share of Ph.D.'s in 1992 than did their predecessors 15 years ago.

Since 1977, U.S. Asians have more than doubled and Hispanics have nearly doubled their representation among doctorate recipients.

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<sup>11</sup> James E. Blackwell, Mainstreaming Outsiders (New York: General Hall, Inc., 1981), 290.

<sup>12</sup> Ibid., 29, 309.

African Americans doctoral recipients, in comparison, have declined drastically in numbers.<sup>13</sup>

### **Decrease of African American Doctoral Recipients**

In 1992, there were a total of 1,402 African American who received their doctoral degrees. Of this number, 951 were United States citizens, 147 were permanent non-United States residents and 304 were considered temporary citizens. Of the 1,402 African American recipients, 53.8 percent were men and 46.2 were women.<sup>14</sup>

The National Research Council develops a profile of African American doctorates and describes the specific areas of interest. The lowest to highest fields of interest are: Engineering (5.1%), Physical sciences (5.8%), Professional/other (7.9%), Humanities (9.8%) Life Sciences (14.2%), Social sciences (18.6%). The highest interest of African Americans was in the area of education (38.5%). These findings indicate that the field of education remains the most sought after arena for

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<sup>13</sup> National Research Council, Summary Report 1992: Doctorate Recipients from United States Universities (Washington: National Academy Press, 1993), 5.

<sup>14</sup> Ibid., 54.

African Americans.

African American and Hispanic American doctoral recipients were more likely to earn degrees in education and the social sciences, while Asian-American Ph.D.'s primarily earned their doctoral degrees in engineering and the physical and life sciences. National figures show that 60% of all Ph.D.'s awarded to African Americans are awarded in the field of education. Some researchers believe that African Americans have remained in education because it has shown to be the most stable field to pursue.<sup>15</sup>

Traditionally, African Americans could obtain teaching assignments and faculty positions in the field of education more readily than securing high positions in other professions. Older doctoral recipients in the education field would take a special interest in the newly awarded doctoral recipients by recruiting and assisting them in securing jobs.<sup>16</sup>

According to the Minority Graduate Education (MGE) Project, between 1975 and 1985 there were incremental increases in minority Ph.D. appointments to full-time faculty positions. Most appointments

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<sup>15</sup> Earle H. West, The Black American and Education (New York: Free Press, 1972), 125.

<sup>16</sup> Ibid., 126.

were in the social sciences and humanities. African American faculty generally earned higher salaries in the education field than members of other minority groups, except in engineering, where Asian Americans had the highest earnings.<sup>17</sup>

The aforementioned information may help to explain why there is a decrease in African American doctoral recipients. According to reports conducted on African American doctoral recipients, there is growing evidence of a decline in interest in academic careers. A study by Astin and others portrays this steady decline in interest in college teaching and in scientific research careers among African American college freshman.<sup>18</sup>

Brown's analysis of career field choices also reveals a definite shift in interest among all minorities toward fields such as business, which do not require doctoral training.<sup>19</sup> More specifically, the African American community has lost interest in fields like education, a field that was traditionally well-pursued, and is seeking master's degrees in Business Administration (such as the MBA) and other fields that will prepare them

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<sup>17</sup> Shirley V. Brown, Increasing Minority Faculty: An Elusive Goal (Princeton: Minority Graduate Education Project and Educational Testing Services, 1988), 34.

<sup>18</sup> Ibid., 23.

<sup>19</sup> Ibid., 1.

for opening their own businesses.

Data from the National Research Council on postgraduation commitments show that, among new Ph.D.s, there has been a definite shift from academic to other employment sectors since 1975.<sup>20</sup> Although academia continues to claim the largest fraction (48 percent) of Ph.D.'s with confirmed employment plans, industry and government are employing an increasing share of new doctorates each year.<sup>21</sup>

An analysis of the trends of African Americans in the decreasing pool of doctoral recipients raises the question of what is being done to address this decline. The following section will demonstrate the researcher's investigation of what the education system has done to increase African American student representation in doctoral programs and discuss the retention and completion rates of African American students.

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<sup>20</sup> National Research Council, Summary Report: Doctorate Recipients from United States Universities (Washington: National Academy Press, 1993), 68.

<sup>21</sup> Shirley V. Brown, Increasing Minority Faculty: An Elusive Goal (Princeton, New Jersey: Minority Graduate Education Project and Educational Testing Services, 1988), 2.



### **Exploration of Retention and Completion Rates**

The University of California at Berkeley graduates more minorities with Ph.D. degrees than any other institution in the nation. Clark Atlanta University is ranked seventh in graduating minority Ph.D.'s and first in graduating African American Ph. D.'s.<sup>22</sup> Both feel strongly obligated to increase retention and completion rates of African Americans.

Clearly, UC Berkeley and CAU recognize that there are problems to be addressed. They may be the best in graduating minority and African American students but they may also be "the best of the worst." For example, a university can graduate nine or 10 minority students with Ph.D.s and be among the top 100 schools for producing minority doctorates.<sup>23</sup> These findings can appear misleading and may curtail efforts to increase minority representation.

During the academic year 1989-1990, Clark Atlanta University graduated a total of 55 African American doctoral students--ranking it first in the United States of universities to graduate African Americans. Of this number, nineteen were men and thirty-six were women. Howard

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<sup>22</sup>Black Issues in Higher Education, Special Report: Graduate and Professional Education (Fairfax: Cox, Matthews & Associates, 1994), 33.

<sup>23</sup> Ibid., 25.

University followed with a total of 48 African American doctoral recipients, thirty men and eighteen women. Interestingly, Berkeley who is first in graduating minorities with Ph.D.s and nineteenth in graduating African American Ph.D.s, conferred only a total of 12 doctorates to African Americans: six male and six female.

Institutions, as well as the government, should make a commitment to increase the minority pool of doctoral students and, more specifically, the African American pool. Berkeley begins courting students when they are in their junior year of college. University officials travel throughout the country to tell students about their offerings.

The research shows that African American students are far less likely to be awarded research and graduate assistantships.<sup>24</sup> Lack of finances seems to be an on-going issue for most African American doctoral students. Teresa Drummond, an African American doctoral candidate of Ohio State University says, "I can see why there are so many African Americans out there who are "All but dissertation (ABD)." All that most of those students want is some financial assistance to get the

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<sup>24</sup> Ibid., 37.

Ph.D. done".<sup>25</sup>

According to Black Issues in Higher Education, institutions that have some success in awarding Ph.D.'s to students of color credit a number of incentives for running a good graduate program. They include financial aid; faculty sensitivity to minority needs; minority faculty as role models and mentors; a variety of support systems, and a firm commitment to diversity.<sup>26</sup>

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<sup>25</sup> Ibid., 41.

<sup>26</sup> Ibid., 33.

## **CHAPTER THREE**

### **METHODOLOGY**

In order to understand the cause of the decline of African American doctoral recipients, and develop solutions to curtail this decline, one must research and investigate that population. The purpose of this study was to explore the characteristics of African American doctoral recipients and develop a general profile describing this population. The researcher investigated this population by using the methods of descriptive research, survey research techniques, and quantitative statistics. From the findings, the writer will offer general knowledge of the recipients' skills, survival techniques, preparations, and expertise.

Descriptive research deals with the present through the analysis of data gathered with the use of various tools. The methods of data collection that were used in this study included those of: questionnaire, quantitative data collection, and interview techniques. Descriptive

research describes and interprets what is.<sup>1</sup> When investigating the profile of African American doctoral recipients, descriptive analysis would best describe characteristics of the subjects used.

### **Procedures and Analysis**

There were three epochs for this research: pre-research stage, research stage, and post-research stage. The procedural steps were completed in the following order.

The researcher contacted the Department of Institutional Research at Clark Atlanta University and gathered information on African American doctoral recipients working at Clark Atlanta University. The researcher requested information on the subject's employment location, address, phone number, degree title, race, and sex.

The researcher mailed an instrument to 10 randomly selected participants and proceeded to conduct a pilot study. Subjects were contacted by telephone to inform them of the purpose of the study and to obtain their verbal consent to participate in the study. The instrument was number coded in order to maintain confidentiality.

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<sup>1</sup>Gerhard Lang and George D. Heiss, A Practical Guide To Research Methods (Lanham, Maryland: University Press of America, 1991), 81.

Once the sample population was piloted tested, the researcher examined the responses, searching for unexpected or inconsistent answers. As a result of the questionnaire and the interviews conducted, the researcher revised the questionnaire accordingly. After the first pilot study, a second, then a third pilot test was conducted. The three pilot tests were conducted to help ensure a quality instrument.

During the research period the principal investigator contacted the doctoral recipients at Clark Atlanta University. They were contacted by intra school mail or telephone and were informed of the purpose of the study. The researcher then requested their consent to participate in the study.

The researcher mailed a cover letter with "The Profile Survey of Doctoral Recipients (PSDR)" to each consenting subject (see Appendices A and B). A self-addressed stamped envelope was included in the mailings for the convenience of the subjects to respond. The researcher used a systematic tracking unit to maintain accurate records of mailing and receipt of survey documents.

After the due date had passed for the receipt of the survey documents, the researcher contacted the participants that had not returned the survey. The researcher called each subject a second time and asked if

he or she would be willing to participate in the study. If the response was affirmative the researcher sent out a second copy of the survey. In addition to the cover letter, the researcher informed the participant that a summary of the research findings would be available upon request (see Appendix A).

During the post-research period, the principal investigator/researcher analyzed the collected data. The researcher used descriptive analysis, frequency distribution, and percentages to analyze these data. The findings were used to help develop a profile of African American doctoral recipients, offer recommendations to the reader, and generate a path for future research. Finally, the research study was terminated.

### **Site and Setting**

The site and setting for this study was Clark Atlanta University. CAU is a predominantly African American, private, urban, coeducation institution of undergraduate, graduate and professional education. Clark Atlanta University was created on July 1, 1988 from its parent institutions, Atlanta University and Clark College. Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was before consolidation, the nation's oldest

graduate institution serving a predominately African American student body.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church which later became the United Methodist Church. Clark College had developed the independent Gammon Theological Seminary, and Atlanta University was providing African American teachers and librarians throughout the south.

Clark College and Atlanta University through consolidation, in 1988, preserved the best of the past and the present and "Charted a Bold New Future.

This predominately African American University is located in the central metropolitan area of Atlanta, Georgia. A quarter (25%) of the population in the city of Atlanta is comprised of non-white residents. According to the Atlanta Chamber of Commerce (1990), Atlanta is the largest city in the southeast and is the thirteenth largest city in the United States.<sup>2</sup>

The researcher chose the site and setting of Clark Atlanta University because of the accessibility of the African American doctoral

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<sup>2</sup>Atlanta Chamber of Commerce, Current Population Report (Atlanta: 1990), 18.



recipients concentrated in this one area. To date, there are approximately 194 full-time and part-time staff, faculty, and administrators employed at Clark Atlanta University that have earned doctorates. Of that number, 124 are African Americans.<sup>3</sup>

### **Subjects and Sample**

The subject pool for this study consisted of 48% of the population of African Americans who have doctoral degrees and were working at Clark Atlanta University. The researcher chose this subject pool because CAU graduates more African American Ph.D. students than any other institution in the nation. A second reason for the choice of CAU as a setting lies in the researcher's assumption that this population would be highly knowledgeable of the graduate school process, have the ability to offer its personal experience, and suggest information on how to recruit and retain students seeking the terminal degree.

The entire African American population of degreed doctoral recipients were asked to participate in this study, therefore, there was no

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<sup>3</sup>Clark Atlanta University, Factbook (Atlanta: Office of Institutional Research and Planning, 1993), 53.

need for the researcher to conduct a random selection. The sample population for this study consisted of all the African American terminal degree holders who work at Clark Atlanta University. The subjects were administrators, faculty, and staff. The recipients were well rounded where their educational background is concerned, less than 10% received their doctorates from CAU (formerly called Atlanta University), and the majority received their degrees from a school in the Northeast. A specific listing of the graduate institution attended by this population this population is displayed in Appendix C.

The participants were mailed a cover letter, questionnaire, and a pre-addressed return envelope. There were thirty-two (32) respondents used for this study. The group consisted of those who successfully completed and returned the survey.

### **Instruments**

The questionnaire is a research tool used to solicit and record written responses from individuals. The questionnaire and the interview are closely related: the latter may be considered as an oral questionnaire.<sup>4</sup>

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<sup>4</sup>Ibid., 53.

They wrote: Gerhard Lang and George Heiss, authors of A Practical Guide To Research Methods, offers guidelines when selecting a questionnaire. They wrote: The questionnaire is a useful research tool when: (1) a large sample of samples, perhaps even a population, need to be surveyed; (2) face-to-face contact is not deemed essential; and (3) limited funds are available.<sup>5</sup>

The researcher believes that this particular tool best provided the data needed for the purpose of this research project. Also, the researcher is aware of the advantages and disadvantages in the case of questionnaire, as with any other research tool. The limitations to survey research methods are listed in Chapter One of this document.

The Profile Survey of Doctoral Recipients (PSDR) was designed, by the researcher of this study, to obtain information on people who have received their doctorates. The PSDR was designed to be self-administered. This instrument was pilot tested by ten people for the first, five for the second, and five for the third. A total of twenty subjects were used and representative of the sample population. The researcher went over the responses, looking for unexpected or inconsistent answers, and

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<sup>5</sup>Ibid., 122.

revised the questionnaire accordingly. The researcher continued to repeat the pilot test procedures as an attempt to assure that the instrument displays both face and content validity.

In order to obtain the most pertinent information necessary to develop a profile of African American doctoral recipients, the researcher developed questions that were representative of that population.<sup>6</sup> The researcher interviewed people from the population and ask them to key questions that helped to identify information that was pertinent in the questionnaire.

The researcher selected questions to explore the subjects' : 1) background, 2) education, 3) motivational factors, 4) personal characteristics. Additional comments comprised the final section. The researcher labeled the sections I, II, III, IV, and V, respectively.

Section I examined Background Information. This section included twelve variables. The questions examined: race, gender, age, birth order, family structure, father's highest level of education, mother's highest level of education, whether the recipient was a first generation college graduate; age at which the recipient began the doctorate degree; age at the recipient

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<sup>6</sup>Robert Smothers, "Perspective designs lecture on dissertation methodology" CHD 662. (Atlanta: Clark Atlanta University,1993).

completed the doctorate degree; type of graduate institution attended; and the main reason for attending that particular graduate school. The researcher chose these questions in order to investigate family values and background information that would be useful in developing a character profile.

Section II investigated the respondents' educational profile on three levels: the Doctoral Program, Master's Degree Program and the Undergraduate Degree Program. There are seventeen variables in this section. They are: race of professors, recruitment factors, financial assistantships, retention rates, support systems, field of interest, associations with African American professors while in school, Grade Point Averages, and how much time may have elapsed between the awarding of degrees. This section seeks to explore educational factors that are common among the African American recipients and also to investigate if the respondents share similar survival techniques.

Section III explores motivational factors that may have contributed to the respondents' attaining their doctoral degree. There are five variables in this section. They are: Who helped to influence your decision to attend school? What was the single most important factor in the decision? Are you intrinsically or extrinsically motivated? How

important was your religious faith in your pursuit of the Doctorate? The researcher chose these questions in order to address the motivational factors that may have attributed to the respondent attaining of the degree.

The questions, in section IV, investigated the personal characteristics of the doctoral recipient. This section examines the doctoral recipients' personal characteristics and has two variables. They are: What was the main reason you decided to obtain your doctorate? Do you actively encourage students to see an advanced degree? The personal characteristic section explored the respondents' value system as it pertained to the doctorate degree.

The final section, V, asked the subjects to comment on any relevant experiences that they may have had which were not covered in the questionnaire with some other specific questions. This section allowed the respondent to comment on specific questions that the researcher felt was important to this study. They are: Why do you believe more African Americans do not seek the doctorate degree? What can be done to motivate more African Americans to seek the doctorate degree? Has the African American community benefitted in any way from your doctorate? These questions were asked with hopes to raise the consciousness level of the respondents--to make a stronger commitment to

help others. The final statement in this section asked the respondent to comment on any relevant experiences that were not addressed in this survey.

The researcher's original survey had over seventy-five questions. As a result of the three pilot tests and personal interviews, the researcher omitted over half of the questions. The questions omitted were not as specific to the study as those that remained on the final questionnaire.

### **Data Collection and Analysis**

All study data were collected by the researcher. No individual names were used and each participant was identified by a numerical code to insure confidentiality. The method used to analyze this data was descriptive statistics. Frequency distributions, quantitative research, and percentages were used to describe the African American's doctoral profile.

### **Human Subjects Contract**

A human subjects contract was not necessary for this particular study. The researcher did not deliver treatment to any of the participants nor were the participants exposed to physical or mental anguish.

## **CHAPTER FOUR**

### **EVALUATION AND ANALYSIS OF DATA**

This study explored whether there is a common achievement profile among a select group of African American doctoral recipients employed at Clark Atlanta University. It further investigated possible critical attributes that may have contributed toward receiving the doctoral degree. The results of the study were gathered by survey research techniques. The researcher used tables, graphs, and charts to depict the findings and major comparisons in the study. The methods used to present, analyze and explain these data are descriptive statistics, frequency distributions and percentages. The results of the study are detailed below. The researcher selected questions to explore the subjects' 1) Background; 2) Education; 3) Motivation; and 4) Personal characteristics. Additional comments were comprised in the final section. The researcher labeled the five sections I, II, III, IV, and V.



## **Section I: Background Information**

The Background Information section included twelve variables.

The questions examined race, gender, age, birth order, family structure, father's highest level of education, mother's highest level of education, whether the recipient was a first-generation college graduate, age when the doctoral degree was begun, age at which the doctoral degree was completed, type of graduate institution attended, and the main reason for attending that particular graduate school. Table 1 contains descriptive data about the participants in this study.

**TABLE 1**

### **DESCRIPTIVE ANALYSIS OF PARTICIPANTS: BACKGROUND INFORMATION(%) AND PERCENTAGES (%)**

Type of Information	<u>N</u>	%
<u>Race</u>		
African American	32	100
<u>Gender</u>		
Female	13	41
Male	<u>19</u>	<u>59</u>
	32	100
<u>Age</u>		
25-45	7	22
46-47	7	22
48-58	9	28
59-72	5	15
No response	<u>4</u>	<u>13</u>
	32	100

Table 1 (Continued)

Types of Information	<u>N</u>	%
<u>Birth Order</u>		
Youngest	5	16
One of The Youngest	4	12
Middle	10	31
One of the Oldest	5	16
Oldest	6	19
Only Child	<u>2</u>	<u>6</u>
	32	100
<u>Raised By</u>		
Mother and Father	19	60
Mother	10	31
Grandparents	<u>3</u>	<u>9</u>
	32	100

### Race

Out of the total number of survey respondents, thirty-two (or 48%) were used for the study. For the purpose of this study, it was imperative that the respondents were African American and had received their doctoral degree. Consequently, the results showed of the thirty-two respondents used in this study, 32 (or 100%) reported being African American (see Table 1).

## **Gender**

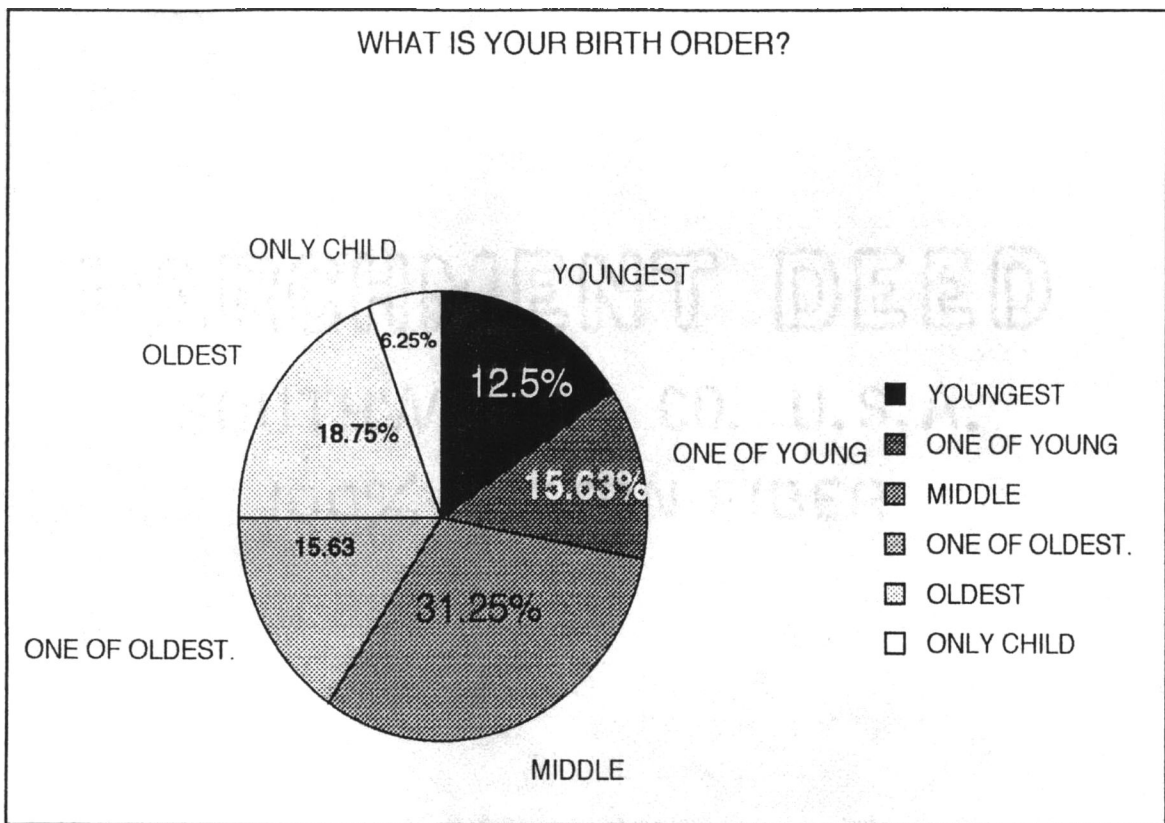
Of thirty-two respondents, 13 (or 40%) reported being female, while 19 (or 59%) reported being male (see Table 1).

## **Age**

Of thirty-two respondents, the youngest reported being twenty-five years old and the oldest participant reported being seventy-two years of age. The average age of the respondents was fifty years old (see Table 1). Four people chose not to respond to this question.

## **Birth Order**

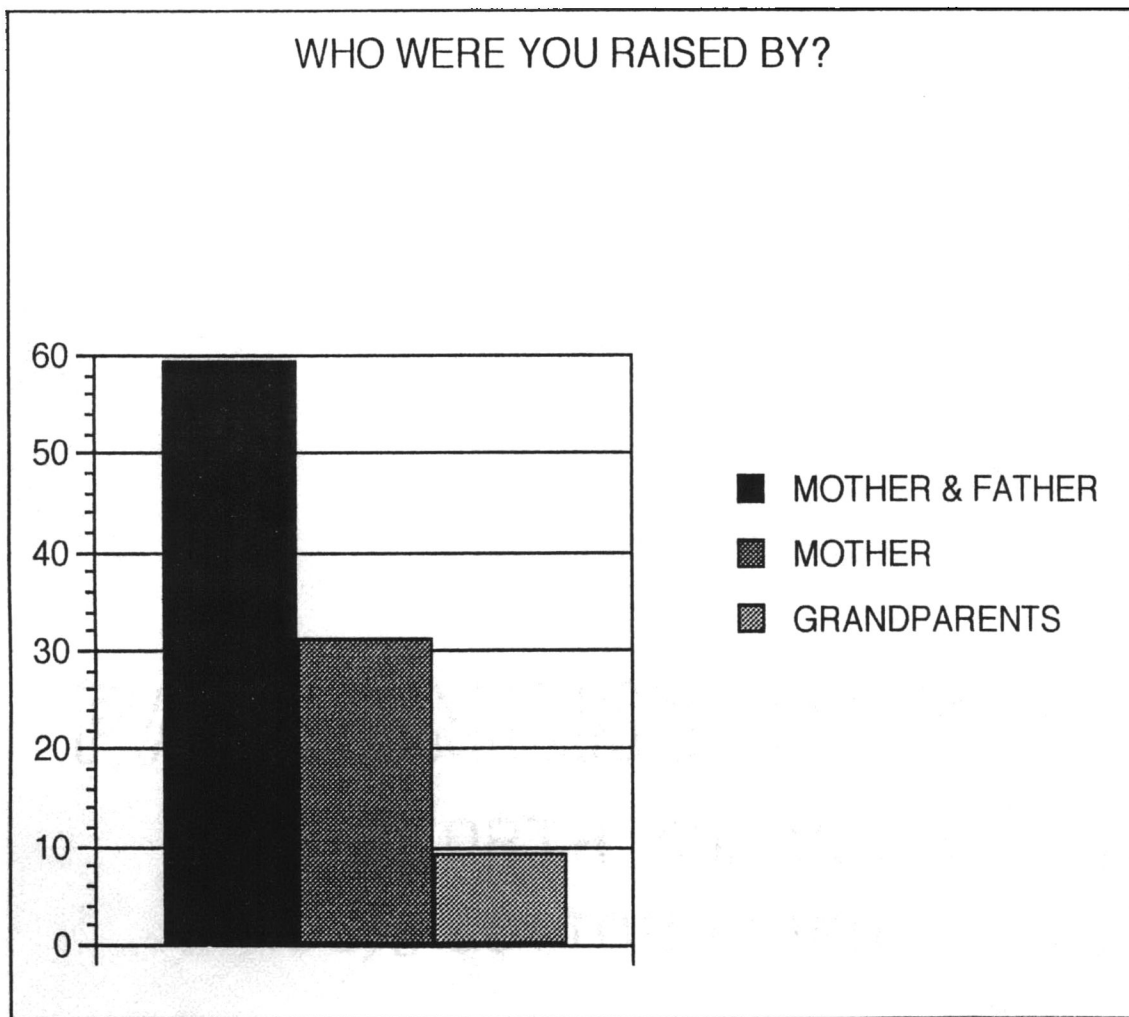
Of thirty-two respondents, 5 (or 16%) reported being the youngest, 4 (or 12%) reported being one of the youngest, 10 (or 31%) claimed to be the middle child, 5 (or 16%) reported being one of the oldest, 6 (or 19%) were the oldest, and 2 (or 6%) reported being the only child. In general, being the middle child in the family's birth order had the highest concentration at 31% and the being the oldest in the family was next in line (see Figure 1).



**Figure 1. Birth order of African American Doctoral Recipients**

## **Family Structure**

When asked "who were you raised by?", of thirty-two respondents, 19 (or 60%) reported that they were raised by both parents, 10 (or 31%) reported being raised by their mother and 3 (or 9%) reported being raised by their grandparents. These findings may imply that the two parent household had a positive impact on the recipient and the attainment of the doctoral degree (see Table 1 and Figure 2).



**Figure 2. Family Structure of the African American Doctoral Recipient**

Table 2 contains information about participants' levels of education.

**TABLE 2**  
**DESCRIPTIVE ANALYSIS OF PARTICIPANTS:**  
**PARENTAL EDUCATIONAL LEVELS**  
**(#) AND PERCENTAGES (%)**  
**(N=32)**

Type of Information	N	%
<u>Father</u>		
Grade School	14	44
High School	7	22
Some College	3	9
College Graduate	2	7
Post Grad/Professional School	3	9
Unknown	<u>3</u>	<u>9</u>
	32	100
<u>Mother</u>		
Grade School	9	29
High School	11	36
Some College	6	20
College Graduate	2	6
Post Grad/Professional School	2	6
Unknown	<u>1</u>	<u>3</u>
	32	100

### Father's Education

Of the thirty-two respondents, 14 (or 44%) reported that their fathers' highest level of education completed was grade school, 7 (or

22%) reported that their fathers were high school graduates, 3 (or 9%) reported that their fathers had some college, 2 (or 7%) reported that their fathers graduated from college, 3 (or 9%) said that their fathers went to post graduate or professional school, and 3 (9%) reported that they did not know of their fathers' highest level of education (see Table 2).

### **Mother's Education**

Of the thirty-two respondents, 9 (or 29%) reported that their mothers' highest level of education completed was grade school, 11 (or 36%) reported that their mothers were high school graduates, 6 (or 20%) reported that their mothers had some college, 2 (or 6%) reported that their mothers graduated from college, 2 (or 6%) said that their mothers went to post graduate or professional school, and 1 (or 3%) reported that they did not know of their mothers' highest level of education (see Table 2).

### **First Generation College Graduate**

Of the thirty-two respondents, 16 (or 50%) said "yes" they were a first generation college graduate and 16 (or 50%) said "no" they were not a first generation college graduate (see Table 3).

### **Age Began The Doctorate Degree**

Of the thirty-two respondents, the age at one began the doctorate ranged from twenty-one to age forty-nine. The frequency distribution showed that the average age that the respondents began their doctoral program was thirty-three (see Table 3).

### **Age Completed The Doctorate Degree**

When looking at what age one completed the doctorate, of the thirty-two respondents, the group ranged from age twenty-four to age fifty-five (see Table 3) .



Table 3 contains information about participants' age and education.

**TABLE 3**

**DESCRIPTIVE ANALYSIS: FIRST GENERATION COLLEGE  
GRADUATE, AGE BEGAN AND COMPLETED DOCTORATE  
(#) AND PERCENTAGES (%)  
(N=32)**

Type of Information	<u>N</u>	%
<u>First Generation College Graduate</u>		
Yes	16	50
No	<u>16</u>	<u>50</u>
	32	100
<u>Age Began Doctorate</u>		
21-29	12	38
30-39	15	46
40-49	<u>5</u>	<u>16</u>
	32	100
<u>Age Completed Doctorate</u>		
24-34	13	40
35-44	14	44
45-55	<u>5</u>	<u>16</u>
	32	100

### **Type of Institution Attended**

Of the thirty-two respondents, 7 (or 22%) reported that they chose a Predominately Black Institution to attend while seeking the doctorate, and 25 (or 78%) reported they attended a Predominately White Institution (see Table 4).

Table 4 contains information about the type of institution participants attended.

**TABLE 4**

**DESCRIPTIVE ANALYSIS: GRADUATE INSTITUTION  
ATTENDED AND REASONS FOR ATTENDING  
(#) AND PERCENTAGES (%)  
(N=32)**

Type of Information	<u>N</u>	%
<u>Graduate School Attending For The Doctorate Degree</u>		
Predominately Black	7	22
Predominately White	<u>25</u>	<u>78</u>
	32	100
<u>Main Reason For Attending</u>		
Location	5	16
Curriculum	8	25
Cost	1	3
Quality of Instruction	10	31
Financial Assistance	7	22
Only School Accepted	<u>1</u>	<u>3</u>
	32	100

### **Reason For Attending This Particular Graduate Institution**

Of the thirty-two respondents, 5 (or 16%) reported that they chose their particular institution due to location, 8 (or 25%) reported curriculum, 1 (or 3%) reported cost, 10 (or 31%) reported they chose the institution because of the quality of instruction, 7 (or 22 %) reported financial assistance, and 1 (or 3%) reported that they chose the institution because it was the only school that accepted them. Overall, most of the respondents believed that the quality of instruction was the deciding factor for their attending a school (see Table 4 and Figure 3).

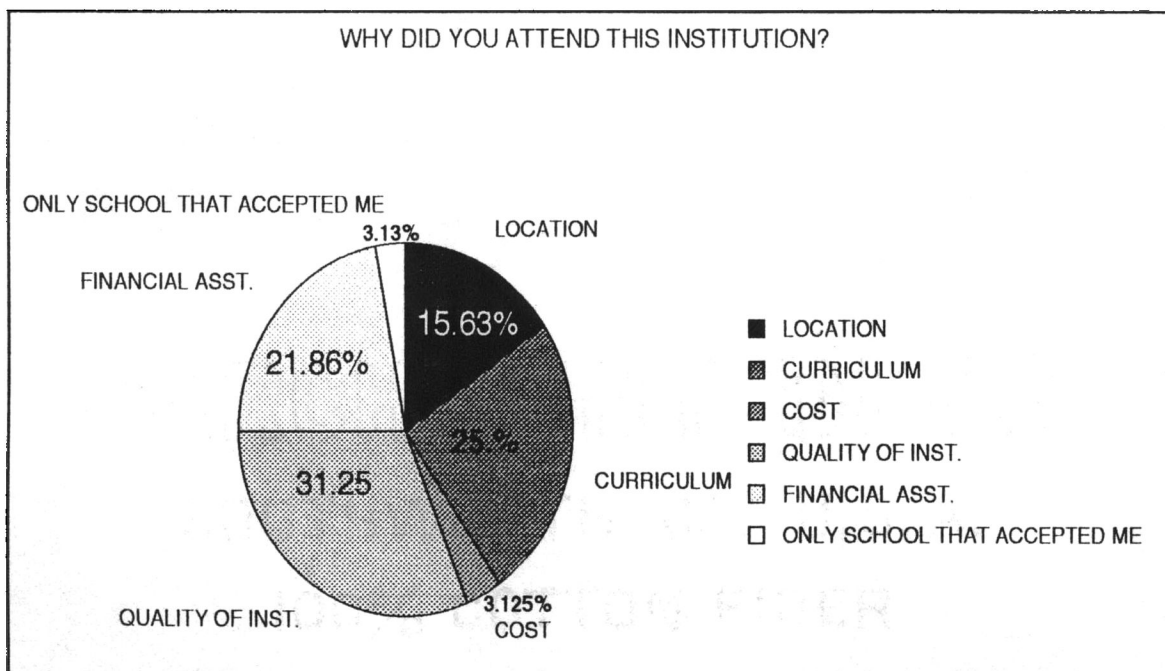


Figure 3. Purpose for Attending Particular Graduate School

## **Section II: Doctoral Educational Profile**

This section investigated the respondents' educational profile on three levels: the Doctoral Program, Master's Degree Program and the Undergraduate Degree Program. There are seventeen variables in this section. They are: race of professors, recruitment factors, financial assistantships, retention rates, support systems, field of interest, associations with African American professors while in school, Grade Point Averages, and how much time may have elapsed between degrees.

This section seeks to explore educational factors that are common among the African American recipients and also to investigate if the respondents share similar survival techniques.

### **Majority Of Your Professors' Race**

Of the thirty-two respondents, 5 (or 16%) reported that their professors were African American, 25 (or 78%) reported that they experienced White professors, 2 (or 6%) of the respondents chose "other." We can clearly assume that most of the respondents were exposed to a majority of White professors than any other race during their schooling (see Table 5).

### **Recruited as a Doctoral Student**

Of thirty-two respondents, 14 (or 44%) reported "yes" they were recruited and 18 (or 56%) reported that "no" they were not recruited as a doctoral student (See Table 5).

### **Financial Assistance**

Of the thirty-two respondents, 26 (or 81%) reported that they did receive financial assistance, and 6 (or 19%) reported that they did not receive assistance while in the doctoral program (see Table 5). It is clear that the majority of the respondents benefitted from financial assistance and, therefore, it may be stated that this is a typical survey response.

Table 5 contains information about education and factors attributing to the selection of that institution.

**TABLE 5**  
**DESCRIPTIVE ANALYSIS OF PARTICIPANTS:**  
**FORCES AFFECTING PARTICIPANTS'**  
**INSTITUTION SELECTION**  
**(#) AND PERCENTAGES (%)**  
**(N=32)**

Type of Information	<u>N</u>	<u>%</u>
<u>Majority of Professors</u>		
African American	5	16
White	25	78
Other	<u>2</u>	<u>6</u>
	32	100
<u>Recruited As A Doctoral Student</u>		
Yes	14	44
No	<u>18</u>	<u>56</u>
	32	100
<u>Received Financial Assistance</u>		
Yes	26	81
No	<u>6</u>	<u>19</u>
	32	100
<u>Did You Drop Out</u>		
Yes	3	9
No	<u>29</u>	<u>91</u>
	32	100

### **Drop Out of Graduate School**

Of the thirty-two respondents, 3 (or 9%) reported that "yes" they did drop out of school, 29 (or 91%) reported "no" that they never dropped out of the doctoral program (see Table 5).

### **Primary Reason for Dropping Out**

Of the thirty-two respondents, 29 (or 91%) reported that this question was not applicable to them, 2 (or 6%) said the reason was personal, and 1 (or 3%) reported that family was a major factor.

### **Support**

Of the thirty-two survey respondents, 9 (or 28%) reported that they turned to their teacher/advisor the most for support, 12 (or 38%) reported that they turned to a family member for support, 3 (or 9%) reported peer, 5 (or 16%) reported a friend, and 3 (or 9%) felt it was not applicable. Results show that the majority of the respondents (38%) turned to family members for support as opposed to anyone else (see Table 6).

Table 6 contains information about participants source of support and areas of concentration.

**TABLE 6**

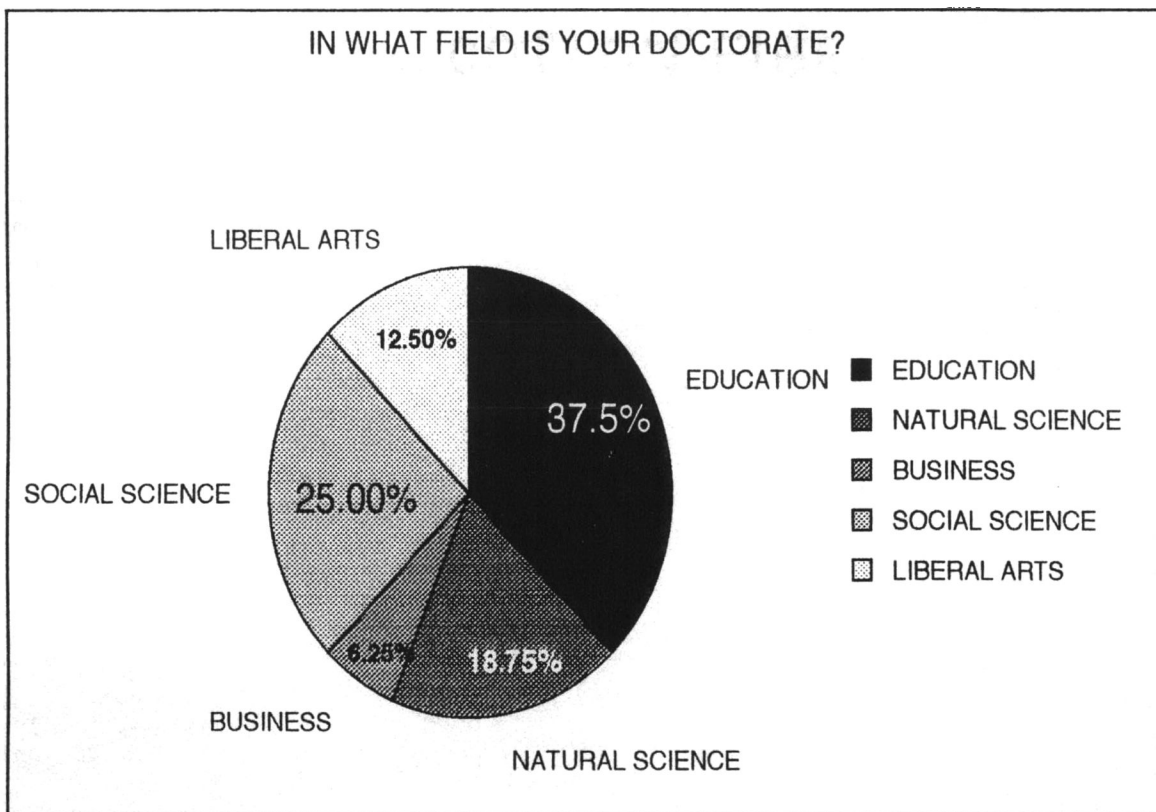
**DESCRIPTIVE ANALYSIS OF PARTICIPANTS:  
SOURCES OF PARTICIPANTS' SUPPORT  
AND AREAS OF CONCENTRATION  
(#) AND PERCENTAGES (%)  
(N=32)**

Type of Information	<u>N</u>	<u>%</u>
<b><u>Support</u></b>		
Teacher/Advisor	9	28
Family Member	12	38
Peer	3	9
Friend	5	16
Not Applicable	<u>3</u>	<u>9</u>
	32	100
<b><u>Field of Doctorate</u></b>		
Education	12	38
Natural Science	6	19
Business	2	6
Social Science	8	25
Liberal Arts	<u>4</u>	<u>12</u>
	32	100



### **Field of Doctorate**

Of thirty-two respondents, 12 (or 38%) reported that their doctorate degree is in education, 6 (or 19%) reported natural science, 2 (or 6%) reported business, 8 (or 25%) reported social science, and 4 (or 12%) stated liberal arts (see Figure 4). The large proportion of doctorates in the area of education is consistent with other research when looking at the highest concentrated area of study for African American Doctoral Recipients (see Table 6).



**Figure 4. Fields African American Recipients Received Their Doctoral Degree**

### **African American Professionals Known in Your Area of Study**

The survey respondents knew a range of professionals in their areas of study. The numbers ranged from zero to one hundred professionals known in the respondents' areas of study. Seventeen people is the average number of professionals known by the respondents.

### **Number That Directly Influenced You While in School**

The average number of professionals that directly influenced the respondents were three professors. The number of influential professors ranged from the lowest being zero to the highest being six.

### **Section IIA: Master's Educational Profile**

This section examined the recipients' experience in the Master's degree program. Three of the thirty-two subjects in this study did not answer this section. It is the researcher's assumption that they did not experience a Master's program, and that they entered directly into the Doctoral Program.

### **Type of Master's Institution Attended**

Three of the survey respondents supplied no answers to this item. Of the twenty-nine who did respond, 9 (or 28%) reported that they chose a Predominately Black Institution to attend while seeking the Master's, 20 (or 63%) reported they attended a Predominately White Institution, and 3 (or 9%) did not respond. Overall, the typical respondent received their Master's degree from a White Institution (see Table 7).

### **Recruitment as a Master's Student**

Three of the survey respondents supplied no answers to this item. Of the twenty-nine who did respond, 11 (or 35%) reported "yes" they were recruited, 18 (or 56%) reported that "no" they were not recruited as a Master's student, and 3 (or 9%) did not respond. Therefore a typical respondent (56%) was not recruited as a Master's student ( see Table 7).

### **Financial Assistance**

Three of the survey respondents supplied no answers to this item. Of the twenty-nine who did respond, 23 (or 72%) reported that they did receive financial assistance, 6 (or 19%) reported that they did not receive assistance while in the doctoral program, and 3 (or 9%) did not respond.

It is clear that the majority of the respondents benefitted from financial assistance and therefore we can say that this is a the typical survey response. They were assisted by one of the following: grants, fellowships or research assistantships (see Table 7).

Table 7 contains information concerning Master's degree education and support.

**TABLE 7**  
**DESCRIPTIVE ANALYSIS OF PARTICIPANTS:**  
**MASTER'S EDUCATIONAL PROFILE**  
**(#) AND PERCENTAGES (%)**  
**(N=32)**

Type of Information	<u>N</u>	%
<u>Type of Institution Attended For Master's</u>		
Predominately Black	9	28
Predominately White	20	63
No Response	<u>3</u>	<u>9</u>
	32	100
<u>Recruited As A Master's Student</u>		
Yes	11	35
No	18	56
No Response	<u>3</u>	<u>9</u>
	32	100
<u>Received Financial Assistance</u>		
Yes	23	72
No	6	19
No Response	<u>3</u>	<u>9</u>
	32	100

Table 7 (Continued)

Types of Information	<u>N</u>	%
<u>Who Turned To Most for Support</u>		
Teacher/Advisor	13	42
Family Member	8	25
Peer	2	6
Friend	3	9
Not Applicable	3	9
No Response	<u>3</u>	<u>9</u>
	32	100
<u>Type of Undergraduate Institution Attended</u>		
Predominately Black	20	63
Predominately White	9	28
No Response	<u>3</u>	<u>9</u>
	32	100

**Who Did You Turn To Most For  
Support In The Master's Program**

Three of the survey respondents supplied no answers to this item. Of the twenty-nine who did respond, 13 (or 42%) reported that they turned to their teacher/advisor the most for support, 8 (or 25%) reported that they turned to a family member for support, 2 ( or 6%) reported peer, 3 (or 9%) reported a friend, 3 (or 9%) did not respond to question, and 3

(or 9%) felt it was not applicable. Results show that the majority of the respondents (42%) turned to family members for support as opposed to anyone else during their Master's degree experience (see Table 7).

### **Type of Undergraduate Institution Attended**

Of thirty-two survey respondents, 22 (or 69%) reported that they chose a Predominately Black Institution to attend while seeking the Master's, and 10 (or 31%) reported they attended a Predominately White Institution. Overall, the typical respondent received their undergraduate degree from a predominately Black Institution (see Table 7).

### **Undergraduate Grade Point Average**

Of thirty-two subjects twenty-eight chose to respond to this question. Of the twenty-eight the lowest G.P.A. on a 4.0 scale was a 2.45 and the highest G.P.A. was 3.8. The average undergraduate G.P.A. of the surveyed respondent was 3.19.

### **Time Elapsed Between the BA/BS and the Master's**

Of thirty-two survey recipients, 4.3 years was reported to be the

average time that elapsed between the Bachelor's Degree and the Master's Degree. The results show that the responses ranged from zero time elapsed to fifteen years elapsed between degrees.

### **Time Elapsed Between the Master's and the Doctorate**

Of thirty-two survey recipients, 10.3 years was reported to be the average time that elapsed between the Master's Degree and the Doctorate. The results show that the responses ranged from zero time elapsed to twenty-four years elapsed between degrees.

### **Section III: Motivational Factors**

This section explores motivational factors that may have contributed to the respondents attaining their doctorate degree. There are five variables in this section. They are: Who helped to influence your decision to attend school, what was the single most important factor in the decision, are you intrinsically or extrinsically motivated, and how important was your religious faith in your pursuit of the Doctorate degree.



### **Most Influential Individual**

Of thirty-two respondents, 7 (or 22%) reported that their teacher was the most influential in their decision to attend graduate school, 1 (or 3%) reported father, 2 (or 6%) reported friend, 3 (or 10%) reported mother, 15 (or 47%) reported myself, 2 (or 6%) reported spouse, 1 (or 3%) reported peer, and 1 (or 3%) did not respond. Nearly half of the respondents reported that they themselves were the most influential in the decision to attend graduate school. We can say that this is a typical survey respondent (see Table 8).

### **Single Most Important Factor**

Of thirty-two survey recipients, 13 (or 41%) reported that career options was the single most important factor in their decision to attend graduate school, 1 (or 3%) reported money, 10 (or 31%) reported desire to learn, 4 (or 13%) reported desire to help others, 3 (or 9%) reported self-gratification, and 1 (or 3%) did not respond. The majority of the respondents (41%) reported that the increase in career options was the single most important factor (see Table 8).

### Academically Competed Against

When looking at intrinsic and extrinsic motivation, 23 (or 72%) reported that they competed against themselves, 7 (or 22%) reported that they competed against their peers academically while in school, and 2 (or 6%) did not answer. An overwhelming majority (72%) were intrinsically motivated as they chose to compete against themselves (see Table 8 and Figure 5).

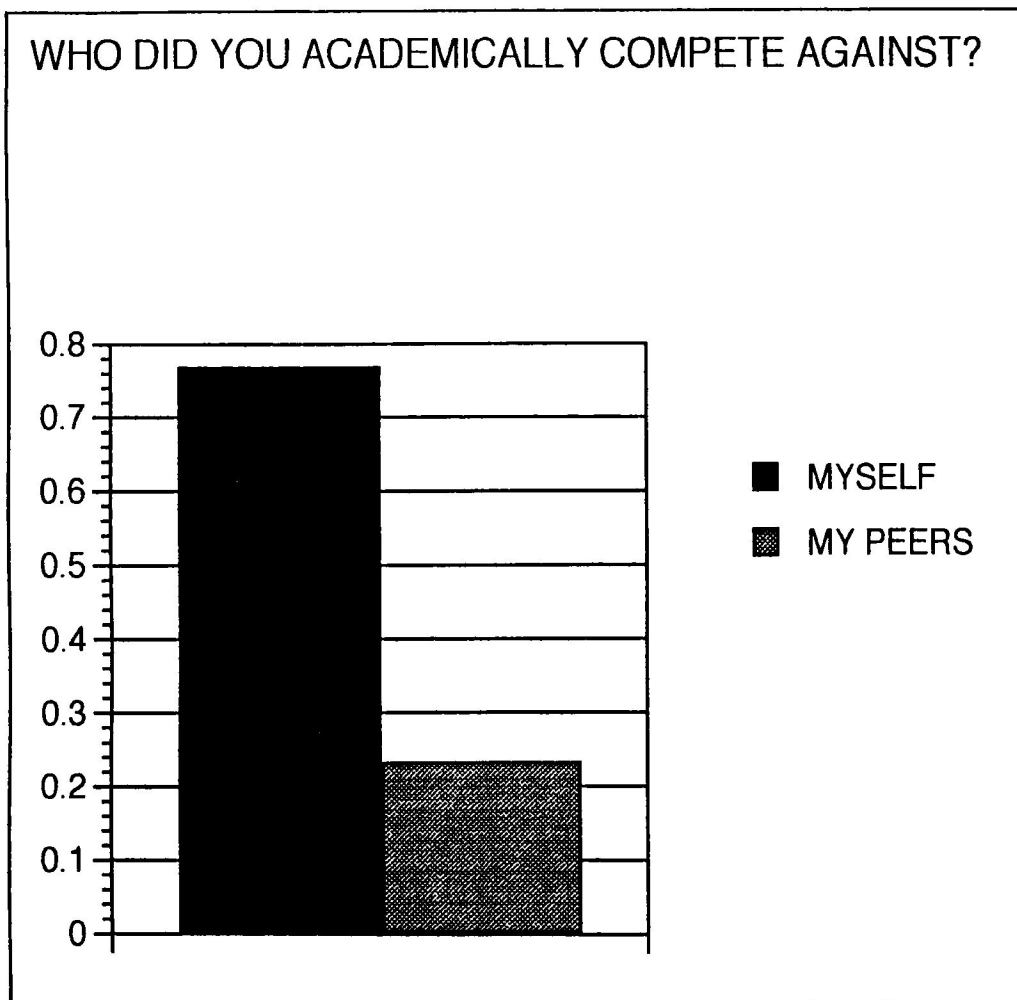


Figure 5. Doctoral Degree Recipients Academically Competed Against

**Control of Own Destiny,  
Responsible For Successes and Failures**

Of thirty-two survey respondents, 11 (or 34%) strongly agreed that they control their own destiny, 16 (or 50%) agreed, 1 (or 3%) was undecided, 3 (or 10%) disagreed, and 1 (or 3%) did not respond. Therefore the typical respondent (50%) reported that they agreed that they were in control of their successes and failures.

**Role of Religious Faith**

Of thirty-two survey respondents, 11 (or 34%) strongly agreed that their religious faith played an important role, 11 (or 34%) agreed, 3 (or 10%) was undecided, 3 (or 10%) disagreed, 2 (or 6%) felt the question was not applicable, and 2 (6%) did not respond. The respondents reported that they both strongly agreed (34%) and agreed (34%) that their religious faith played an important role in their academic success. Together the findings are 68% of the respondents believed their religious faith was instrumental in their academic success.

Table 8 contains information concerning intrinsic or extrinsic motivation.

**TABLE 8**  
**DESCRIPTIVE ANALYSIS: MOTIVATIONAL FACTORS,**  
**INTRINSIC OR EXTRINSIC MOTIVATION**  
**(#) AND PERCENTAGES (%)**  
**(N=32)**

Type of Information	<u>N</u>	%
<u>Most Influential Individual</u>		
Teacher	7	22
Father	1	3
Friend	2	6
Mother	3	10
Myself	15	47
Spouse	2	6
Peer	1	3
No response	<u>1</u>	<u>3</u>
	32	100
<u>Most Influential Factor</u>		
Career Options	13	41
Money	1	3
Desire To Learn	10	31
Desire To Help Others	4	13
Self-Gratification	3	9
No response	<u>1</u>	<u>3</u>
	32	100
<u>Academically Competed Against</u>		
Myself	23	72
My Peers	7	22
No Response	<u>2</u>	<u>6</u>
	32	100

#### **Section IV: Personal Characteristics**

This section examined the doctoral recipients personal characteristics. The section has two variables. They are: what was the main reason you decided to obtain your doctorate and do you actively encourage students to see an advanced degree. The personal characteristic section is to explore the respondents value system as it pertains the doctorate degree. The findings are listed below.

##### **Main Reason for Obtaining Doctorate**

Of thirty-two survey respondents, 2 (or 6%) reported the main reason they decided to obtain the doctorate was because of salary increase, 2 (or 6%) reported prestige, 3 (or 9%) reported peer encouragement, 21 (or 66%) reported career options, and 4 (or 13%) did not respond. The typical respondent reported that career options was the main reason for attaining the doctorate (see Table 9 and Figure 6).

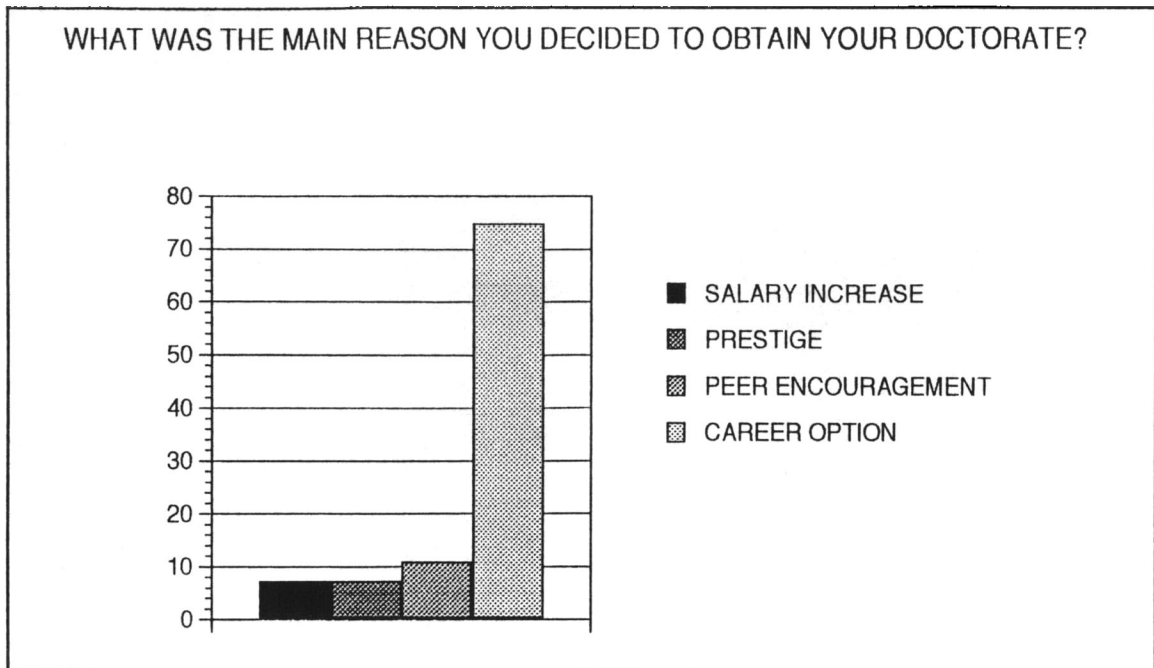


Figure 6. Reason for Obtaining the Doctoral Degree

Table 9 contains information concerning the respondents personal characteristics.

**TABLE 9**

**DESCRIPTIVE ANALYSIS: PERSONAL CHARACTERISTICS,  
MAIN REASON DECIDED TO OBTAIN DOCTORATE AND  
ENCOURAGEMENT TO STUDENTS  
(#) AND PERCENTAGES (%)  
(N=32)**

Type of Information	<u>N</u>	%
<u>Main Reason Decided To Seek Doctorate</u>		
Salary Increase	2	6
Prestige	2	6
Peer Encouragement	3	9
Career Options	21	66
No response	<u>4</u>	<u>13</u>
	32	100
<u>Actively Encourage Students</u>		
Yes	32	100
No	<u>0</u>	<u>0</u>
	32	100

**Active Encouragement of Students  
To Seek Advanced Degree**

Of thirty-two survey respondents, 32 (or 100%) reported "yes" they do actively encourage students to seek an advanced degree (see Table 9). We can conclude that 100% of the respondents believe that encouraging students to seek an advanced degree is extremely crucial.

## **Section V: Comments**

This section allowed the respondent to comment on specific questions that the researcher felt was important to this study. They are: Why do you believe more African Americans do not seek the doctorate degree? What can be done to motivate more African Americans to seek the doctorate degree? Has the African American community benefitted in any way from your doctorate? The final statement in this section asked the respondent to comment on any relevant experiences that they may have had that was not covered in this survey. A total of twenty eight people wrote comments out of the thirty-two recipients used for the study. These comments ranged from brief one word statements to typed lengthy responses. The researcher categorized the comments in order to identify the majority response.

### **Factors Why African Americans Do Not Seek the Doctorate Degree**

Of thirty-two survey recipients, twenty-eight chose to respond. The majority of the respondents (75%) indicated that finances play a major role in why more African Americans do not seek the doctorate degree. Other variables included: some African Americans do not see



advantages to receiving the terminal degree (50%), time factors (32%), preparation (21%), lack of encouragement (18%), family constraints (14%), low drive or no energy to continue (14%), lack of confidence (11%), social obstacles (7%), and fear (4%) (see Table 10).

Along with lack of finances being the major concern, many of the respondents referred to the doctoral program as a political process and claimed that students are generally tired of this "process" and simply do not want to go on for the doctorate degree.

Table 10 contains information on why more African Americans do not seek the doctorate degree.

**TABLE 10**  
**DESCRIPTIVE ANALYSIS: COMMENT SECTION**  
**WHY ONE DO NOT SEEK THE DOCTORATE DEGREE**  
**(#) AND PERCENTAGES (%)**

Type of Information	#	%
Finances	20	71
No Knowledge of Advantages	14	50
Time Factors	9	32
Lack of Preparation	6	21
Lack of Encouragement	5	18
Family Constrains	4	14
Lack of Motivation/No Energy	4	14
Lack of Confidence/Low Self-esteem	3	11
Social Obstacles	2	7
Fear	2	7

**Note:** Of the thirty-two survey respondents, twenty-eight chose to respond to the comment section. Figures show factors that were listed by the survey respondent. The number of respondents and the percentage of the response are listed.

### **What Can Be Done to Motivate More African Americans to Seek the Doctorate Degree**

Of thirty-two survey recipients, twenty-eight people who wrote comments, 46% of them saw the need to provide adequate financial resources to assist students through the rigorous doctoral process. Next of importance (39%) was the charge to educate students as to the advantages of the doctorate degree, 32% of respondents explained how important it is to nurture the African American student and encourage them to seek graduate school. Other variables included: need for stronger preparation (11%), provide mechanisms to improve self esteem (11%), make resources and literature available (7%), encouragement through modeling (7%), academic support services (4%), motivational talks (4%), education student in non-concentrated areas such as sciences (4%), and 4% said promoting a non-political atmosphere for the students can help to motivate students (see Table 11).

Table 11 contains information concerning motivational factors for African American students seeking graduate school.

**TABLE 11**  
**DESCRIPTIVE ANALYSIS: SUGGESTIONS TO HELP**  
**MOTIVATE AFRICAN AMERICAN STUDENTS**  
**(#) AND PERCENTAGES (%)**

Type of Information	#	%
Provide Adequate Financial Resources	13	46
Educate Students of The Advantages	11	39
Nurturing From Faculty/Administrators	9	32
Intense Preparation	3	11
Mechanisms to Improve Self-Esteem	3	11
Encouragement Through Modeling	2	7
Share Success Stories Through Literature	2	7
Motivational Talks	1	4
Increase Support Services	1	4
Maintain a Non-Political Atmosphere	1	4
Promote Special Interest in Science Fields	1	4

**Note: Of thirty-two survey respondents, twenty-eight chose to respond to this comment section. Figures show factors that were listed by the survey respondent. The number of respondents and the percentage of the response are listed.**

### **Ways African American Community Have Benefitted From Degree**

Of thirty-two survey recipients, twenty-three chose to answer this comment question. Of that number the majority of the respondents or 39% reported that the African American community has benefitted from them teaching at a Historically Black Institution. Other contributions include: giving advice or feedback (27%), motivating students to pursue high degrees (27%), offering knowledge in ones particular field (22%), participating on various committees (22%), being a role model and mentoring (17%), writing books/articles and doing research (17%), giving lectures and conducting workshops (13%), and last 30% felt that having a commitment to give back was a way that the African American Community was benefitting from their degree (see Table 12).

Table 12 contains information describing how the African American community have benefited from the respondents' doctoral degree.

**TABLE 12**

**DESCRIPTIVE ANALYSIS: HOW HAS THE AFRICAN  
AMERICAN COMMUNITY BENEFITTED FROM YOUR  
DOCTORATE DEGREE  
(#) AND PERCENTAGES (%)**

Type of Information	#	%
Teaching at a HBCU	9	39
Giving Feedback and Advice	6	27
Motivate Students to Pursue High Degrees	6	27
Offer Knowledge in One's Discipline	5	22
Participation on Various Committees	5	22
Role Modeling/Mentoring	4	17
Writing and Doing Research	4	17
Give Lectures/Do Workshops	3	13
Commit to Give Back	3	13

**Note: Of thirty-two recipients, twenty-three chose to respond to this comment question. Figures show factors that were listed by the survey respondent. The number of respondents and the percentage of responses are listed.**

### **Additional Experiences That Were Not Covered in This Survey**

The survey respondents were asked to comment on any relevant experiences that they may have had as an African American Doctoral Recipient that were not covered in this survey. The respondents took the time to share detailed comments. The comments proved to be important to the study as well as to future doctoral students. Some of the comments are as follows:

" Any advanced level graduate student must be determined and willing to be self-disciplined and self-motivating. No one is willing to hold a grown man or woman's hand through advanced studies. Graduate education is a privilege and not a right. Persistence and quality work will win the day and the degree."

"Certain financial support was available to me as a result of being a faculty member of a HBCU and as a student in a degree area (engineering) where there is under-representation of African Americans."

" I have had six job offers since I received my advanced degree. These jobs would not have been offered if I had not earned the Ph.D."

"It is my belief that the doctorate degree is not beyond anyone's ability who desires to achieve. However, the support mechanisms have to

be there as one works toward this program."

"Leaders of our communities, through the manipulation of vital forces and resources, can influence the availability of support and the encouragement of members in the community can be obtained.

Knowledge of such support and a belief in its availability can be used to motivate aspiring persons to set goals and work hard toward their achievement. Success in these achievements can motivate persons to aspire to even higher goals and more hard work."

" Obtaining a doctorate degree tends to give one more respect. Also, expectations are higher--therefore creating stress."

"I have been offered many opportunities to be employed by a majority White Institutions."

"Post doctorate research fellow with a major in national mathematics education, middle school reform movement that fosters high level thinking, reasoning, and problem solving; targeting students from inner city, economically disadvantaged communities. Current work with a CAU program that addresses the under-representation of minorities in advanced mathematics, science, and engineering."

"The racial issue; We (African Americans) at a predominately White institution believed that they gave us a 'B' for Black--regardless of



one's actual performance. It would help if we could get a grade actually earned."

"The degree has given me work opportunities to work in higher education, research opportunities and counseling across the life span."

"It (degree process) taught me that persistence is very important and to never give up on your dream."

"Those with doctoral degrees should share the experience of getting through the dissertation phase."

### **Findings**

The major findings from this study are listed below.

1. The typical doctoral recipient was reared by both parents.
2. The typical doctoral recipient was a middle child in the family's birth order.
3. The typical doctoral recipient father's and mother's highest levels of education completed were grade school and high school, respectively.
4. Whether the respondent was first generation college graduate or not was evenly divided. Half were first generation college graduates while another half were not.
5. The typical doctoral recipient began the doctorate program at

age 33 and completed the program at age 38.

6. The typical doctoral recipient attended a Predominately Black Undergraduate Institution and a Predominately White Institution for both the Master's and the Doctoral Degree (see Figure 7). The majority of their professors were White.

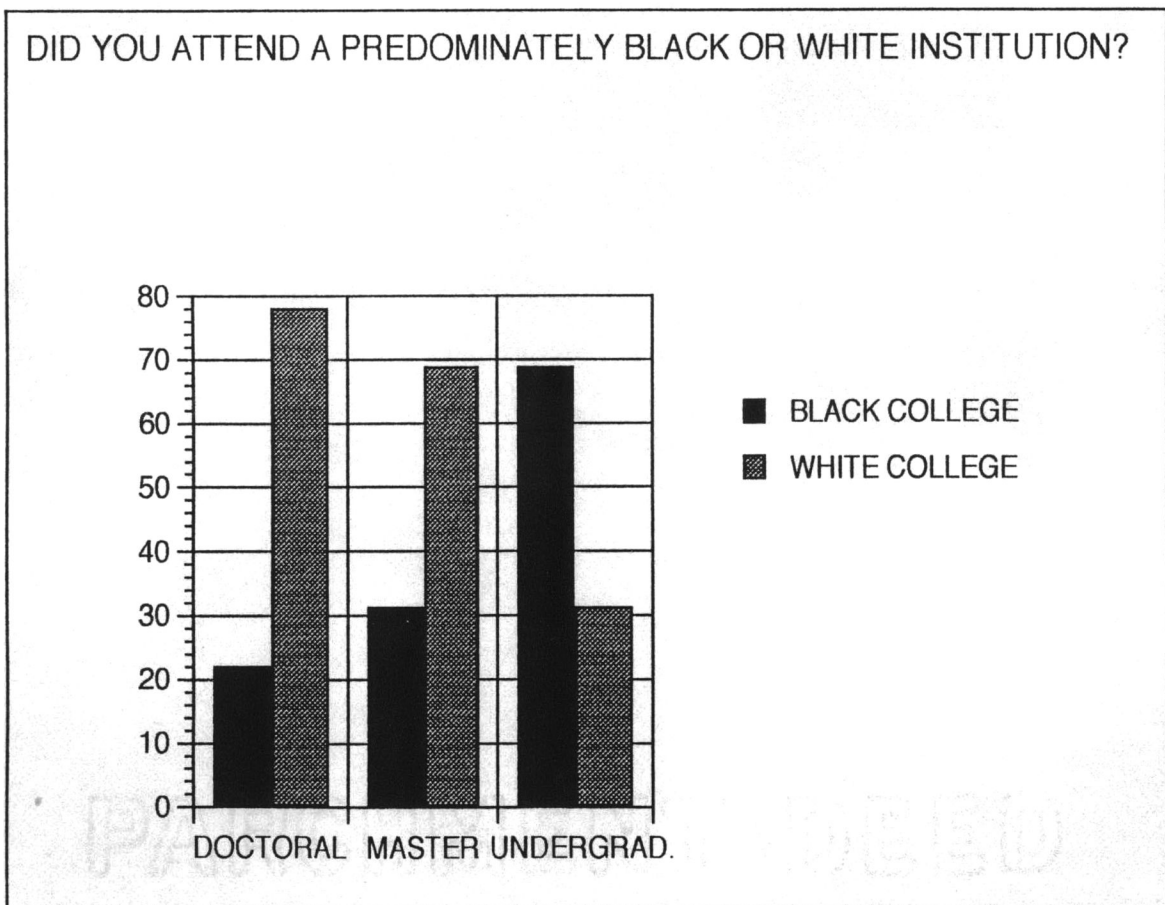


Figure 7. Type of Institution Attended for Bachelor's, Master's and Doctoral Degree

7. The typical doctoral recipient chose their particular graduate Institution because of the quality of instruction offered.
8. The typical doctoral recipient was not recruited for either the Master's or the Doctoral program.
9. The typical doctoral recipient received some type of financial assistance (grants, fellowships, or research assistantships) while in graduate school.
10. The typical doctoral recipient did not drop out of school while in pursuit of the doctorate degree.
11. The typical recipient in the doctorate program tended to turn to a family member for advice, support, or encouragement; however, during the Master's program they tended to turn to a teacher or advisor for support.
12. The typical recipient's doctorate degree was in the field of Education. The fields of Social Science, Natural Science, Liberal Arts, and Business were pursued, respectively.
13. The typical doctoral recipients knew, on an average, 17 professors in their fields of study and an average of 3 of those professors influenced them directly.
14. The typical doctoral recipient undergraduate grade point

average on a 4.0 scale was 3.19.

15. The typical time elapsed between the Bachelor's and Master's was four years and three months. The time elapsed between the Master's and the Doctorate was ten years and three months.
16. The typical doctoral recipient chose "themselves" as the single most influential individual to influence their desire to attend graduate school. The most important determinant of their desire was their expanding career options.
17. The typical doctoral recipient is intrinsically motivated. They compete against "themselves" (academically) and feel that they control their own destiny and are responsible for their successes and failures.
18. The typical doctoral recipient believes that their religious faith played an important role in their academic success.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS, AND FUTURE RESEARCH**

The purpose of this study was to design a profile of a select group of African American doctoral recipients employed at Clark Atlanta University. The researcher investigated the characteristics of these African Americans who have attained doctorates and presented general knowledge of their skills, survival techniques, preparation, and expertise in overcoming certain presently existing socio-economic conditions. With the findings of this study the researchers hopes to: raise the consciousness of our society; offer a general profile of African American doctoral recipient; and increase the interest of students, specifically African American students, to seek the doctorate degree. By disseminating this acquired information the researcher intends to: offer strategies to assist recruitment offices, counseling departments, career planning centers; and student support service programs.

## **Summary**

The need for more African American professionals is crucial. The underrepresentation of degreed African Americans may stifle the growth of younger generations by not exposing them to mentors that can assist them with information, knowledge, guidance, wisdom and support. It is the researcher's assumption that, because there are few African Americans with doctorate degrees matriculating, fewer undergraduates will have mentors and fewer African Americans will seek terminal degrees. The need to increase the number of African American doctoral recipients while exposing the need for African American mentors gives justification for this study.

This study was chosen to be conducted with a select group of African Americans doctoral recipients at Clark Atlanta University. CAU graduates more African American Ph.D. students than any other institution in the nation. In addition, there is a great concentration of African American doctoral recipients employed at this particular University. It was the researcher's opinion that this population would be highly knowledgeable of the graduate school process, have the ability to offer their personal experience as a graduate student, and suggest information on how to recruit and retain students seeking the terminal degree.

The method used to conduct this study and obtain data are those of survey research techniques. The researcher conducted three pilot studies and interviewed the participants in the pilot studies to ensure reliability and validity of the instrument being used. After the final corrections were made, the instrument was disseminated out to the remaining African American Doctoral Recipients in the specific population. These individuals were then asked to complete the survey and return it through campus mail. The researcher used 48% of the population surveyed to conclude the findings in this study. This study is quantitative in nature and the method used to analyze this data is descriptive statistics. Frequency distributions and percentages were used to describe the African American Doctoral Recipient's profile. A summary of the findings are below:

The typical doctoral recipient was reared by both parents and tended to be the middle child in birth order. The recipient's parents highest level of education tended to be grade school for the father and high school for the mother. Evenstill, that may not constitute the respondents as being a first generation graduate. In fact, findings in this study show that 50% were first generation graduates and 50% were not.

Generally, the recipient attended a predominately Black

Undergraduate Institution and a Predominately White Graduate Institution. They typically were not actively recruited by their chosen institution. They did receive some type of financial assistance such as grants, fellowships, or graduate assistantships. They reported choosing their institution due to the quality of instruction and claimed to be under the direction of White professors more so than any other race.

The typical age ranged from thirty-three to thirty-eight when investigating when they began and completed the doctoral program. They received most of their support from teachers and advisors while in the Master's program, however, for the Doctoral program they turned to family members for support.

When investigating their personal characteristics they reported being generally intrinsically motivated. They saw themselves, as opposed to anyone else, as the major influence in pursuing the doctorate and they were responsible for their own success and failures. Overwhelmingly, they reported that religion played a crucial role in their academic success.

All in all they saw the main reason for obtaining the doctorate degree being to expand career options. They reported how they felt it was important to educate students on the advantages of the doctorate degree and how greater career options occur as a result of this degree.



When asked why they felt more African Americans do not seek to doctorate and what can be done to motive them to do so, the response was strongest in the area of financial assistance. The survey respondents reported that there is a great need for grants, scholarships, and assistantships in order to motive more African American students to pursue the doctorate degree. They strongly felt institutions should provide adequate financial assistance for students as they are matriculating through the program.

Also, they went on to say how imperative it was for the students to receive mentoring. One survey respondent said, "It is my belief that the doctorate degree is not beyond anyone's ability who desires to achieve. However, the support mechanisms have to be there as one works toward this program."

Many of the survey respondents reported that students do not seek the degree because they are not knowledgeable of the advantages of the degree. They went on to say that as degree holders they must educate students on the advantages and career opportunities as a result of the doctorate degree.

In conclusion, one hundred percent of the survey respondents reported that they actively encourage students to seek an advanced degree.

This may be an indication of why Clark Atlanta University is ranked first in graduating more African American Ph.D.'s than any other institution in the nation.

### **Conclusion**

In evaluating the researcher's questions to be answered, there have been several defining and critical characteristics that are common among African American doctoral recipients. One strong trait that appeared in 83% of the survey respondents was that they were self-motivated. In order to increase the number of African American doctoral recipients the findings show that one must somewhat possess intrinsic motivation. Although the respondents pointed out that mentoring is a crucial piece of the process, however, the ultimate desire must come from the individual.

Financial assistance was ranked number one in factors that are important for students in obtaining the doctorate degree. When investigating achievement, there was no significant difference between lower and middle class African American Doctoral Recipients.

Some of the common obstacles that African American students face were described as: racism, lack of preparation, inadequate financial assistance, lack of mentoring, lack of knowledge about the degree, low-

self esteem, and the exposure to a negative political atmosphere while matriculating through the process.

In concluding, the researcher found that this study forced the respondent to evaluate him/herself as to whether they are contributing to the plight of African Americans in education. These findings were obvious when reading the comments written when asked, "How has the African American community benefitted from your degree?" The responses varied from proud lengthy ones to responses such as, "I do not know." The researcher believes that not only did good solid information come of this study, but a level of consciousness was raised as a result of this project. Raising one's consciousness of the plight of African Americans in education will benefit the students--which was the ultimate purpose of this study.

### **Limitations of the Study**

When interpreting the results of this study, consideration must be given to limitations of the study. The primary limitation of this study has been identifying the sample. Although the Research and Institution Department at Clark Atlanta University identified that there were 124 African American Doctoral Recipients employed, the information tended

to be outdated--eliminating approximately 25 potential subjects. In addition, some subjects fell out of the population due to incorrect identification of race.

The writer also recognizes the following limitations when conducting this study by the method of survey research.

1. The information gathered would be limited to that which participants willingly provide.
2. The validity of the information may be difficult to evaluate.
3. The accuracy of the information, provided by participants, will depend on their accuracy in receiving their past experiences and their willingness to share such information.

### **Recommendations**

In order to encourage more African American students to seek the doctorate degree, the following recommendations are listed as a result of this study. The masses in the education system must actively: 1) educate students on the nature of the terminal degree and the advantages of obtaining the degree; 2) incorporate a strong support system that includes family members, teachers, advisers, peers, and mentors in their field; 3) offer students an adequate financial aid package that will eliminate the

student's demand of working multiple jobs; 4) provide the student stronger academic preparation; 5) increase academic support services; 6) provide mechanisms to improve self-esteem; 7) expose the student to African American scholars through books, articles, and motivational talks; 8) and lastly, increase encouragement through modeling.

### **Recommendations for Future Research**

This study is quantitative in nature and has provided extremely valuable findings in the process of generating a typical profile of African American Doctoral Recipients at Clark Atlanta University. The writer suggest perfecting the instrument used in this study. Future research should be conducted to survey African Americans on a national level by the way of qualitative statistics. If replicated as a qualitative study, it would allow one to interview subjects and gather precise data to explain why they were motivated to attain their doctorate degree.

Finally, this study should be replicated to examine perceptual differences between ethnic groups. The research should indicate whether there are similarities and differences among the groups and explain the implications of the findings.

## APPENDICES

## **APPENDIX A**

Dear Doctoral Recipient:

Your help is greatly needed!

Would you be willing to participate in a very important study conducted on African Americans who have obtained a doctorate degree? You can do this by participating in this study which will seek to establish a general profile of African American doctoral recipients, and explore their achievement motive, personal characteristics, survival techniques, and concerns. This study will offer information and serve as a source of motivation for students to pursue graduate work, and more specifically, African American students.

The annual number of African Americans seeking the doctorate degree has decreased since 1975. Both Asian American and Hispanic doctorate degree holders have doubled in numbers, whereas, African American doctorate degree holders have declined both in absolute numbers and in proportion, and shows no signs of great recovery. The need to increase the number of African American doctoral recipients is justification for this study.

I request that you not identify yourself. It is my feeling that confidentiality is essential in order to obtain the most accurate data possible. Please consider taking approximately ten minutes of your time to complete the enclosed questionnaire, and return it to me as quickly as you can, through the Clark Atlanta University campus mail, in the self-addressed envelope enclosed.

I appreciate your willingness to be included in this study, and I wish you my best regards in all your endeavors. I will be happy to share the results of the study with you upon your request.

Sincerely,

Omar Garrett  
Doctoral Candidate  
Counseling and Human Development  
Tel: (404) 755-8170

## **APPENDIX B**

### **PROFILE SURVEY OF DOCTORAL RECIPIENTS**

#### **GENERAL INFORMATION**

THE PURPOSE OF THIS SURVEY IS TO DETERMINE SOME OF THE DRIVING FORCES AND PERSONAL CHARACTERISTICS OF INDIVIDUALS WHO HAVE OBTAINED THEIR DOCTORATE DEGREE. THE RESULTS OF THIS SURVEY WILL BE USED AS PART OF A STUDENT DISSERTATION. THE RESULTS OF THE SURVEY WILL REMAIN CONFIDENTIAL, NO NAMES WILL BE USED AS PART OF THE DISSERTATION.

#### **GENERAL INSTRUCTIONS**

YOU WILL BE ASKED A QUESTION FOLLOWED BY A NUMBER OF RESPONSES. FOR EACH QUESTION, CIRCLE THE LETTER ON THE SURVEY FORM THAT CORRESPONDS TO YOUR RESPONSE. IF YOU WISH TO CHANGE YOUR ANSWER, PLEASE ERASE CLEARLY.

ANSWER ALL QUESTIONS AS ACCURATELY AS POSSIBLE. MARK ONLY ONE ANSWER PER QUESTION.



**CODE NUMBER** \_\_\_\_\_

**SECTION I  
BACKGROUND INFORMATION**

**1. RACE**

- |    |                  |    |                       |    |       |
|----|------------------|----|-----------------------|----|-------|
| A. | AFRICAN-AMERICAN | B. | AFRICAN               | C. | WHITE |
| D. | HISPANIC         | E. | NON-RESIDENT<br>ALIEN | F. | OTHER |

**2. GENDER**

- |    |        |    |      |
|----|--------|----|------|
| A. | FEMALE | B. | MALE |
|----|--------|----|------|

**3. WHAT IS YOUR AGE?** \_\_\_\_\_

**4. WHAT IS YOUR BIRTH ORDER?**

- |    |                   |    |                        |    |                 |
|----|-------------------|----|------------------------|----|-----------------|
| A. | YOUNGEST          | B. | ONE OF<br>THE YOUNGEST | C. | MIDDLE<br>CHILD |
| D. | ONE OF THE OLDEST | E. | OLDEST                 | F. | ONLY CHILD      |

**5. I WAS RAISED BY MY:**

- |    |                      |    |           |    |          |
|----|----------------------|----|-----------|----|----------|
| A. | MOTHER AND<br>FATHER | B. | MOTHER    | C. | FATHER   |
| D. | GRANDPARENTS         | E. | RELATIVES | F. | OTHER(S) |

**6. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR FATHER?**

- |    |                  |    |                                      |    |                 |
|----|------------------|----|--------------------------------------|----|-----------------|
| A. | GRADE SCHOOL     | B. | HIGH SCHOOL                          | C. | SOME<br>COLLEGE |
| D. | COLLEGE GRADUATE | E. | POSTGRADUATE/<br>PROFESSIONAL SCHOOL |    |                 |
| F. | UNKNOWN          |    |                                      |    |                 |

7. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR MOTHER?
- |    |                  |    |                     |    |         |
|----|------------------|----|---------------------|----|---------|
| A. | GRADE SCHOOL     | B. | HIGH SCHOOL         | C. | COLLEGE |
| D. | COLLEGE GRADUATE | E. | POST GRADUATE/      |    |         |
| F. | UNKNOWN          |    | PROFESSIONAL SCHOOL |    |         |
8. WERE YOU A FIRST GENERATION COLLEGE GRADUATE?
- |    |     |    |    |
|----|-----|----|----|
| A. | YES | B. | NO |
|----|-----|----|----|
9. AT WHAT AGE DID YOU BEGIN YOUR DOCTORATE DEGREE?
- \_\_\_\_\_
10. AT WHAT AGE DID YOU COMPLETE YOUR DOCTORATE DEGREE?
- \_\_\_\_\_
11. WHILE SEEKING THE DOCTORATE, WHAT TYPE OF GRADUATE INSTITUTION DID YOU ATTEND?
- |    |                        |    |                        |
|----|------------------------|----|------------------------|
| A. | PREDOMINANTLY<br>BLACK | B. | PREDOMINANTLY<br>WHITE |
|----|------------------------|----|------------------------|
12. WHAT WAS THE MAIN REASON FOR ATTENDING THIS PARTICULAR GRADUATE SCHOOL?
- |    |                                 |    |                      |    |      |
|----|---------------------------------|----|----------------------|----|------|
| A. | LOCATION                        | B. | CURRICULUM           | C. | COST |
| D. | QUALITY OF INSTRUCTION          | E. | FINANCIAL ASSISTANCE |    |      |
| F. | ONLY SCHOOL THAT<br>ACCEPTED ME | G. | FELT WELCOME         |    |      |

## SECTION II DOCTORAL EDUCATIONAL PROFILE

13. THE MAJORITY OF MY PROFESSORS WERE:
- |    |                  |    |       |    |       |
|----|------------------|----|-------|----|-------|
| A. | AFRICAN-AMERICAN | B. | WHITE | C. | ASIAN |
| D. | HISPANIC         | E. | OTHER |    |       |
14. WERE YOU RECRUITED AS A DOCTORAL STUDENT?
- |    |     |    |    |
|----|-----|----|----|
| A. | YES | B. | NO |
|----|-----|----|----|
15. DID YOU RECEIVE ANY GRANTS, FELLOWSHIPS, OR RESEARCH ASSISTANTSHIPS IN THE DOCTORAL PROGRAM?
- |    |     |    |    |
|----|-----|----|----|
| A. | YES | B. | NO |
|----|-----|----|----|
16. DID YOU EVER DROP OUT OF GRADUATE SCHOOL?
- |    |     |    |    |
|----|-----|----|----|
| A. | YES | B. | NO |
|----|-----|----|----|

17. IF YES, WHAT WAS THE PRIMARY REASON?
- A. NOT APPLICABLE      B. FINANCIAL      C. ACADEMIC  
D. PERSONAL      E. FAMILY
18. WHO DID YOU TURN TO MOST FOR ADVICE, SUPPORT, OR ENCOURAGEMENT?
- A. TEACHER/ADVISOR      B. FAMILY MEMBER      C. PEER  
D. FRIEND      E. RELIGIOUS PERSON      F. NOT APPLICABLE
19. WHAT FIELD IS YOUR DOCTORATE IN?
- A. EDUCATION      B. NATURAL SCIENCE      C. BUSINESS  
D. SOCIAL SCIENCE      E. LIBERAL ARTS
20. HOW MANY AFRICAN-AMERICAN PROFESSIONALS DID YOU KNOW IN YOUR AREA OF STUDY?
- \_\_\_\_\_

**SECTION IIA  
MASTER'S EDUCATIONAL PROFILE**

21. WHAT TYPE OF GRADUATE INSTITUTION DID YOU ATTEND?
- A. PREDOMINANTLY BLACK      B. PREDOMINANTLY WHITE
22. WERE YOU RECRUITED AS A MASTER'S DEGREE STUDENT?
- A. YES      B. NO
23. DID YOU RECEIVE ANY GRANTS, FELLOWSHIPS, OR RESEARCH ASSISTANTSHIPS?
- A. YES      B. NO
24. WHO DID YOU TURN TO MOST FOR ADVICE, SUPPORT, OR ENCOURAGEMENT?
- A. TEACHER/ADVISOR      B. FAMILY MEMBER      C. PEER  
D. FRIEND      E. RELIGIOUS PERSON      F. NOT APPLICABLE
25. WHAT TYPE OF UNDERGRADUATE INSTITUTION DID YOU ATTEND?
- A. PREDOMINANTLY BLACK      B. PREDOMINANTLY WHITE

26. MY UNDERGRADUATE GRADE POINT AVERAGE WAS:  
\_\_\_\_\_
27. THE TIME ELAPSED BETWEEN THE BA/BS AND THE MASTER'S WAS:  
\_\_\_\_\_
28. THE TIME ELAPSED BETWEEN THE MASTER'S AND THE DOCTORATE WAS: \_\_\_\_\_

### SECTION III MOTIVATIONAL FACTORS

29. WHAT SINGLE INDIVIDUAL WAS MOST INFLUENTIAL IN YOUR DECISION TO ATTEND GRADUATE SCHOOL?
- |            |           |                            |
|------------|-----------|----------------------------|
| A. TEACHER | B. FATHER | C. FRIEND                  |
| D. MOTHER  | E. MYSELF | F. SOCIAL/POLITICAL FIGURE |
| G. SPOUSE  | H. PEER   | I. OTHER                   |
30. WHAT WAS THE SINGLE MOST IMPORTANT FACTOR IN YOUR DECISION TO ATTEND GRADUATE SCHOOL?
- |                          |                       |                    |
|--------------------------|-----------------------|--------------------|
| A. CAREER OPTIONS        | B. MONEY              | C. DESIRE TO LEARN |
| D. DESIRE TO HELP OTHERS | E. SELF-GRATIFICATION |                    |
31. IN SCHOOL, I ACADEMICALLY COMPETED AGAINST:
- |           |             |
|-----------|-------------|
| A. MYSELF | B. MY PEERS |
|-----------|-------------|
32. I CONTROL MY OWN DESTINY AND I AM RESPONSIBLE FOR MY SUCCESSES AND FAILURES:
- |                   |                      |                   |
|-------------------|----------------------|-------------------|
| A. STRONGLY AGREE | B. AGREE             | C. UNDECIDED      |
| D. DISAGREE       | E. STRONGLY DISAGREE | F. NOT APPLICABLE |
33. MY RELIGIOUS FAITH PLAYED AN IMPORTANT ROLE IN MY ACADEMIC SUCCESS:
- |                   |                      |                   |
|-------------------|----------------------|-------------------|
| A. STRONGLY AGREE | B. AGREE             | C. UNDECIDED      |
| D. DISAGREE       | E. STRONGLY DISAGREE | F. NOT APPLICABLE |

**SECTION IV  
PERSONAL CHARACTERISTICS**

**34. WHAT WAS THE MAIN REASON YOU DECIDED TO OBTAIN YOUR DOCTORATE?**

- |                       |                   |                       |
|-----------------------|-------------------|-----------------------|
| A. SALARY INCREASE    | B. PRESTIGE       | C. FAMILY<br>PRESSURE |
| D. PEER ENCOURAGEMENT | E. CAREER OPTIONS |                       |

**35. DO YOU ACTIVELY ENCOURAGE STUDENTS TO SEEK AN ADVANCED DEGREE?**

- |        |       |
|--------|-------|
| A. YES | B. NO |
|--------|-------|

**SECTION V  
COMMENTS**

**WHY DO YOU BELIEVE MORE AFRICAN-AMERICANS DO NOT SEEK THE DOCTORATE DEGREE?**

**WHAT CAN BE DONE TO MOTIVATE MORE AFRICAN-AMERICANS TO SEEK THE DOCTORATE DEGREE?**

**SECTION V  
COMMENTS**

**HAS THE AFRICAN-AMERICAN COMMUNITY BENEFITTED IN ANY WAY FROM YOUR DOCTORATE: WHY OR WHY NOT?**

**PLEASE COMMENT ON ANY RELEVANT EXPERIENCES THAT YOU HAVE HAD AS AN AFRICAN-AMERICAN DOCTORAL RECIPIENT THAT WERE NOT COVERED IN THIS SURVEY.**

## APPENDIX C



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